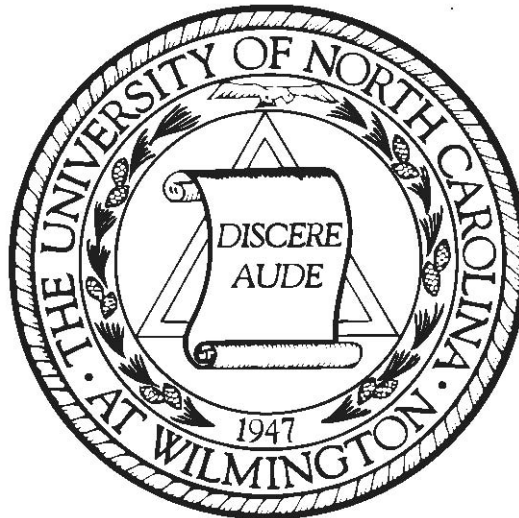


**University of North Carolina  
Wilmington**

**Graduate Catalogue**



**2010–2011**

Bulletin 20

The University of North Carolina Wilmington is committed to and will provide equality of educational and employment opportunity for all persons regardless of race, sex (such as gender, marital status, and pregnancy), age, color, national origin (including ethnicity), creed, religion, disability, sexual orientation, political affiliation, veteran status or relationship to other University constituents—except where sex, age or ability represent bona fide educational or occupational qualifications or where marital status is a statutorily established eligibility criterion for state-funded employee benefit programs.

**INFORMATION**

Graduate Admissions	910.962.7303
Office of Scholarships and Financial Aid	910.962.3177
Registrar	910.962.3125
University Operator	910.962.3000

[www.uncw.edu/grad\\_info/](http://www.uncw.edu/grad_info/)

[www.uncw.edu/finaid/](http://www.uncw.edu/finaid/)

[www.uncw.edu/reg/](http://www.uncw.edu/reg/)

World Wide Web Home Page: <http://www.uncw.edu/>

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*Although the University of North Carolina Wilmington has made every reasonable effort to attain factual accuracy in this catalogue, no responsibility is assumed for editorial, clerical, or posting errors, or errors occasioned by mistakes. The University has attempted to present information that, at the time of preparation, most accurately describes the course offerings, faculty listings, policies, procedures, regulations and requirements of the University. However, it does not establish contractual relations. The University reserves the right to alter or change any statement contained herein without prior notice.*

All provisions, regulations, degree programs, course listings, etc., in effect when this catalogue posted online are subject to revision by the appropriate governing bodies of the University of North Carolina Wilmington.

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Dear Students,

On behalf of the Board of Trustees, I extend to you our warm welcome to the University of North Carolina Wilmington and to the Graduate School. As you are probably aware, the excellence of our graduate students and their achievements have contributed to the University's outstanding academic reputation and its recognition by the *U.S. News and World Report* as among the top 10 public master's universities in the South. We trust that your endeavors will continue to enhance that reputation and that you will find your experience here to be one of great fulfillment, both personally and academically.

At UNCW, you will find an innovative, educational atmosphere. Scholarship here goes beyond the traditional boundaries of academics and includes partnerships between students and professors to broaden the scope of research and enhance creativity and exploration in a variety of topics. Our faculty is highly accomplished, and I am confident that they will challenge and assist you to reach your goals in your chosen fields. I wish you health, happiness and success throughout your experience at UNCW and beyond. Congratulations and welcome!

Sincerely,

A handwritten signature in dark ink, appearing to read "M. Terry Coffey". The signature is fluid and cursive.

M. Terry Coffey  
Chair of Board of Trustees



Dear Students,

We are delighted that you are a part of the University of North Carolina Wilmington family. The faculty and staff are committed to providing you the best educational experience possible as you pursue your college degree. The close personal relationship among students, faculty, and staff is one of the most vital parts of the UNCW experience.

Our faculty and staff recognize that each student is unique, with individual goals, strengths, and reasons for attending college. Whether you are fresh out of high school, an employee seeking to revitalize a career, or someone fulfilling a long-held dream of attaining a college education, there are numerous avenues to success that you may choose from at UNCW.

The various course offerings in this catalogue will provide you the framework for the learning opportunities you can receive at our University. We want you to develop deep and detailed knowledge of your particular field of study, but we also want you to develop a broad capacity for inspiration so that your own thinking will know few boundaries. In today's global environment, our challenge as educators is to stimulate you as students to do your best possible work, to use your minds to bridge cultural, economic, and intellectual differences in order to create a safer, a more educated, and a more tolerant society. It is imperative that we help you grow both in mind and spirit, thus ensuring that you are able to approach the myriad challenges you will face in this increasingly competitive world.

The educational experience you design for yourself will be the springboard to the rest of your life – make it count!

Sincerely,

A handwritten signature in dark ink, appearing to read "Rosemary DePaolo". The signature is cursive and elegant.

Rosemary DePaolo  
Chancellor

The UNCW graduate catalogue includes a calendar for the current academic year and a tentative calendar for the following year. Both calendars are subject to change, especially the tentative calendar, and will be updated online as necessary. The 2011-2012 calendar will not be official until published in the 2011-2012 online catalogue.

## UNIVERSITY CALENDAR 2010-2011

### Fall Semester, 2010

Registration and SeaNet dates—Please refer to the Calendar of Events at [www.uncw.edu/reg/](http://www.uncw.edu/reg/)

New graduate student fall orientation—Please refer to the Graduate School website at [www.uncw.edu/grad\\_info/](http://www.uncw.edu/grad_info/)

August 9, Monday	Academic year begins
August 11-12, Wednesday-Thursday	Transfer student orientation and advising
August 14, Saturday	On-campus housing opens for <u>new and transfer students only</u> 8 a.m.
August 15-16, Sunday-Monday	Freshman orientation and advising
August 16, Monday	On-campus housing opens for returning students 10 a.m.
August 16, Monday	Convocation
August 18, Wednesday	Classes begin
August 25, Wednesday	Last day for registration/Last day to drop (without a grade) or add a class. Tuition/fee payment after this date will be subject to a late payment charge.
September 2, Thursday	Faculty meeting
September 6, Monday	Labor Day State holiday; No classes
October 4-5, Monday-Tuesday	No classes
October 6, Wednesday	Classes resume 8 a.m.
October 7, Thursday	Last day to withdraw with W—undergraduate students
November 9, Tuesday	Last day to withdraw with W—graduate students
November 15, Monday	Graduation application deadline—Spring 2011—undergraduate and graduate students
November 24, Wednesday	No classes
November 25-26, Thursday-Friday	Thanksgiving State holiday; No classes
November 29, Monday	Classes resume 8 a.m.
December 1, Wednesday	Last day of classes
December 2, Thursday	Reading Day
December 3-4, Friday-Saturday	Final Examinations
December 6-9, Monday-Thursday	Final Examinations
December 9, Thursday	Fall semester ends
December 11, Saturday	Commencement
December 12, Sunday	On-campus housing closes 10 a.m.
December 24-28, Friday-Tuesday	Winter break State holiday
December 29-30, Wednesday-Thursday	University vacation
December 31, Friday	New Year's State holiday

### Spring Semester, 2011

Registration and SeaNet dates—Please refer to the Calendar of Events at [www.uncw.edu/reg/](http://www.uncw.edu/reg/)

January 9, Sunday	On-campus housing opens 10 a.m.
January 10, Monday	Spring semester begins
January 10-11 Monday-Tuesday	Orientation and advising
January 12, Wednesday	Classes begin
January 17, Monday	Martin Luther King State holiday; No classes
January 19, Wednesday	Last day for registration/Last day to drop (without a grade) or add a class. Tuition/fee payment after this date will be subject to a late payment charge. Last day to drop (without a grade) or add a class that meets Monday-only is January 25.
March 1, Tuesday	Last day to withdraw with W—undergraduate students
March 12, Saturday	On-campus housing closes 10 a.m.

March 12-20, Saturday-Sunday	No classes
March 20, Sunday	On-campus housing opens 10 a.m.
March 21, Monday	Classes resume 8 a.m.
April 6, Wednesday	Last day to withdraw with W—graduate students
April 14, Thursday	Faculty Meeting
April 15, Friday	Graduation application deadline—Summer 2011 and Fall 2011— undergraduate and graduate students
April 21, Thursday	No classes
April 22, Friday	Good Friday State holiday; No classes
April 25, Monday	Classes resume 8 a.m.
May 2, Monday	Last day of classes
May 3, Tuesday	Reading Day
May 4-7, Wednesday-Saturday	Final Examinations
May 9-10, Monday-Tuesday	Final Examinations
May 10, Tuesday	Spring semester ends
May 13-14, Friday-Saturday	Commencement
May 14, Saturday	Academic year ends
May 15, Sunday	On-campus housing closes 10 a.m.

### Summer Session I, 2011

Registration and SeaNet dates—Please refer to the Calendar of Events at [www.uncw.edu/reg/](http://www.uncw.edu/reg/)

May 17, Tuesday	On-campus housing opens 10 a.m.
May 17-18, Tuesday-Wednesday	Transfer student orientation and advising
May 19, Thursday	Classes begin
May 24, Tuesday	Last day for registration/Last day to drop (without a grade) or add a class. Tuition/fee payment after this date will be subject to a late payment charge.
May 30, Monday	Memorial Day State holiday; No classes
June 9, Thursday	Last day to withdraw with W—undergraduate students
June 13, Monday	Last day to withdraw with W—graduate students
June 20, Monday	Last day of classes
June 21, Tuesday	Final examinations/Term ends
June 22, Wednesday	On-campus housing closes 10 a.m.

### Summer Session II, 2011

Registration and SeaNet dates—Please refer to the Calendar of Events at [www.uncw.edu/reg/](http://www.uncw.edu/reg/)

June 27, Monday	On-campus housing opens 10 a.m.
June 27-28, Monday-Tuesday	Transfer student orientation and advising
June 29, Wednesday	Classes begin
July 4, Monday	Independence Day State holiday; No classes
July 5, Tuesday	Last day for registration/Last day to drop (without a grade) or add a class. Tuition/fee payment after this date will be subject to a late payment charge.
July 14, Thursday	Last day to withdraw with W—undergraduate students
July 21, Thursday	Last day to withdraw with W—graduate students
July 28, Thursday	Last day of classes
July 29, Friday	Final examinations/Term ends
July 30, Saturday	On-campus housing closes 10 a.m.

## UNIVERSITY CALENDAR 2011-2012

### Fall Semester, 2011

Registration and SeaNet dates—Please refer to the Calendar of Events at [www.uncw.edu/reg/](http://www.uncw.edu/reg/)

New graduate student fall orientation—Please refer to the Graduate School website at [www.uncw.edu/grad\\_info/](http://www.uncw.edu/grad_info/)

August 15, Monday	Academic year begins
August 17-18, Wednesday-Thursday	Transfer student orientation and advising
August 20, Saturday	On-campus housing opens for <u>new and transfer students only</u> 8 a.m.
August 21-22, Sunday-Monday	Freshman orientation and advising
August 22, Monday	On-campus housing opens for returning students 10 a.m.
August 22, Monday	Convocation
August 24, Wednesday	Classes begin
August 31, Wednesday	Last day for registration/Last day to drop (without a grade) or add a class. Tuition/fee payment after this date will be subject to a late payment charge.
September 1, Thursday	Faculty meeting
September 5, Monday	Labor Day State holiday; No classes
October 10-11, Monday-Tuesday	No classes
October 12, Wednesday	Classes resume 8 a.m.
October 13, Thursday	Last day to withdraw with W—undergraduate students
November 15, Tuesday	Last day to withdraw with W—graduate students
November 15, Tuesday	Graduation application deadline—Spring 2012—undergraduate and graduate students
November 23, Wednesday	No classes
November 24-25, Thursday-Friday	Thanksgiving State holiday; No classes
November 28, Monday	Classes resume 8 a.m.
December 7, Wednesday	Last day of classes
December 8, Thursday	Reading Day
December 9-10, Friday-Saturday	Final Examinations
December 12-15, Monday-Thursday	Final Examinations
December 15, Thursday	Fall semester ends
December 17, Saturday	Commencement
December 18, Sunday	On-campus housing closes 10 a.m.
December 26-27, Monday-Tuesday	Winter break State holiday
December 28-30, Wednesday-Friday	University vacation

### Spring Semester, 2012

Registration and SeaNet dates—Please refer to the Calendar of Events at [www.uncw.edu/reg/](http://www.uncw.edu/reg/)

January 2, Monday	New Year's State holiday
January 8, Sunday	On-campus housing opens
January 9, Monday	Spring semester begins
January 9-10, Monday-Tuesday	Orientation and advising
January 11, Wednesday	Classes begin
January 16, Monday	Martin Luther King State holiday; No classes
January 18, Wednesday	Last day for registration/Last day to drop (without a grade) or add a class. Tuition/fee payment after this date will be subject to a late payment charge. Last day to drop (without a grade) or add a class that meets Monday-only is January 24.
February 28, Tuesday	Last day to withdraw with W—undergraduate students
March 10, Saturday	On-campus housing closes 10 a.m.
March 10-18, Saturday-Sunday	No classes
March 18, Sunday	On-campus housing opens 10 a.m.
March 19, Monday	Classes resume 8 a.m.
April 4, Wednesday	Last day to withdraw with W—graduate students
April 5, Thursday	No classes
April 6, Friday	Good Friday State holiday; No classes

April 9, Monday	Classes resume 8 a.m.
April 12, Thursday	Faculty Meeting
April 16, Monday	Graduation application deadline—Summer 2012 and Fall 2012— undergraduate and graduate students
April 30, Monday	Last day of classes
May 1, Tuesday	Reading Day
May 2-5, Wednesday-Saturday	Final Examinations
May 7-8, Monday-Tuesday	Final Examinations
May 8, Tuesday	Spring semester ends
May 11-12, Friday-Saturday	Commencement
May 12, Saturday	Academic year ends
May 13, Sunday	On-campus housing closes 10 a.m.

### **Summer Session I, 2012**

Registration and SeaNet dates—Please refer to the Calendar of Events at [www.uncw.edu/reg/](http://www.uncw.edu/reg/)

May 15, Tuesday	On-campus housing opens 10 a.m.
May 15-16, Tuesday-Wednesday	Transfer student orientation and advising
May 17, Thursday	Classes begin
May 22, Tuesday	Last day for registration/Last day to drop (without a grade) or add a class. Tuition/fee payment after this date will be subject to a late payment charge.
May 28, Monday	Memorial Day State holiday; No classes
June 7, Thursday	Last day to withdraw with W—undergraduate students
June 11, Monday	Last day to withdraw with W—graduate students
June 18, Monday	Last day of classes
June 19, Tuesday	Final examinations/Term ends
June 20, Wednesday	On-campus housing closes 10 a.m.

### **Summer Session II, 2012**

Registration and SeaNet dates—Please refer to the Calendar of Events at [www.uncw.edu/reg/](http://www.uncw.edu/reg/)

June 25, Monday	On-campus housing opens 10 a.m.
June 25-26, Monday-Tuesday	Transfer student orientation and advising
June 27, Wednesday	Classes begin
July 2, Monday	Last day for registration/Last day to drop (without a grade) or add a class. Tuition/fee payment after this date will be subject to a late payment charge.
July 4, Wednesday	Independence Day State holiday; No classes
July 12, Thursday	Last day to withdraw with W—undergraduate students
July 19, Thursday	Last day to withdraw with W—graduate students
July 26, Thursday	Last day of classes
July 27, Friday	Final examinations/Term ends
July 28, Saturday	On-campus housing closes 10 a.m.



# ADMINISTRATIVE OFFICERS OF THE UNIVERSITY OF NORTH CAROLINA WILMINGTON

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Andrea J. Arbogast, M.S.	Webmaster

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Andrea J. Dorow, M.S.	Director of Transition Programs
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Walter P. Laughlin, M.D.	Medical Director of Abrons Student Health Center
Nathan K. Lindsay, Ph.D.	Director of Student Life Assessment
Timothy R. McNeilly, M.A.	Director of Campus Recreation
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B. Lynne Reeder, Ph.D.	Director of Counseling Center
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Katrin A. Wesner, M.S.	Director of Abrons Student Health Center

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Terri F. McDermot, M.A., M.Ed. ....	<i>Director of Development, Major Gifts</i>
Thomas W. Scott, M.A. ....	<i>Director of Development, Principal Gifts</i>
P. Kevin Williamson, B.A. ....	<i>Director of Development, Leadership Gifts</i>

**Graduate Council Membership  
2010 - 2011**

Chair: Robert D. Roer, *Dean of the Graduate School and Research*

**College of Arts and Sciences  
Division I**

Todd Berliner, Film Studies, term ends spring 2011  
Cara Cilano, English, term ends spring 2012  
Philip Furia, Creative Writing, term ends spring 2011

**Division II**

Douglas Gamble, Geography and Geology, term ends spring 2013  
Stephen Kinsey, Biology and Marine Biology, term ends spring 2011  
Sridhar Varadarajan, Chemistry and Biochemistry, term ends spring 2013

**Division III**

Stephen McNamee, Sociology and Criminal Justice, term ends spring 2011  
**Laurie Paarlberg**, Public & International Affairs, term ends spring 2012

**Cameron School of Business**

Vince Howe, Management and Marketing, term ends spring 2013  
Thomas Janicki, Information Systems and Operation Management, term ends spring 2011

**Watson School of Education**

Carol Chase Thomas, Early Childhood and Special Education, term ends spring 2011  
John Fischetti, Educational Leadership, term ends spring 2012

**School of Nursing**

Julie Taylor, School of Nursing, term ends spring 2012

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Rosemary DePaolo, *Chancellor*  
Cathy Barlow, *Provost and Vice Chancellor for Academic Affairs*  
Larry Clark, *Dean of the Cameron School of Business*  
David Cordle, *Dean of the College of Arts and Sciences*  
**Johnson Akinleye**, *Interim Dean of the College of Health and Human Sciences*  
Karen Wetherill, *Interim Dean of the Watson School of Education*  
Sarah Watstein, ***University Librarian***  
Bruce McKinney, *Faculty Senate President*  
Michael Polito, *Graduate Student Association Representative*

# THE UNIVERSITY OF NORTH CAROLINA

## GENERAL ADMINISTRATION

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Steven Leath .....	<i>Vice President for Research and Sponsored Programs</i>
John Leydon .....	<i>Vice President for Information Resources and Chief Information Officer</i>
Laura B. Luger.....	<i>Vice President and General Counsel</i>
Vacant .....	<i>Vice President for Academic Planning and University-School Programs</i>
Laurie Charest.....	<i>Interim Vice President for Human Resources and University Benefits Officer</i>
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Kimrey Rhinehardt.....	<i>Vice President for Federal Relations</i>
Anita Watkins.....	<i>Vice President for Government Relations</i>
Joni B. Worthington .....	<i>Vice President for Communications and Special Assistant to the President</i>
Bruce I. Mallette.....	<i>Senior Associate Vice President for Academic and Student Affairs</i>
Leslie Boney III .....	<i>Associate Vice President for Economic Development Research, Policy and Planning</i>
Les Davidson.....	<i>Associate Vice President Enterprise Resource Planning</i>
Cathy Hanby-Sikora.....	<i>Associate Vice President for Advancement</i>
Brent Herron .....	<i>Associate Vice President for Campus Safety and Emergency Operations</i>
Gwen Canady.....	<i>Project Management Officer</i>
Bart Corgnati.....	<i>Secretary of the University</i>

## BOARD OF GOVERNORS THE UNIVERSITY OF NORTH CAROLINA

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Peter D. Hans, *Vice Chair*  
Estelle "Bunny" Sanders, *Secretary*

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Ann B. Goodnight	Marshall B. Pitts, Jr.
Clarice Cato Goodyear	Gladys Ashe Robinson
Peter D. Hans	Estelle W. Sanders
Charles A. Hayes	Priscilla P. Taylor

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Dudley E. Flood	David W. Young

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J. Bradley Wilson

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T. Greg Doucette

## THE UNIVERSITY OF NORTH CAROLINA

### HISTORY

In North Carolina, all the public educational institutions that grant baccalaureate degrees are part of the University of North Carolina. The University of North Carolina Wilmington is one of the 16 constituent institutions of the multi-campus state university. The University of North Carolina, chartered by the N.C. General Assembly in 1789, was the first public university in the United States to open its doors and the only one to graduate students in the eighteenth century. The first class was admitted in Chapel Hill in 1795. For the next 136 years, the only campus of the University of North Carolina was at Chapel Hill.

In 1877 the N.C. General Assembly began sponsoring additional institutions of higher education, diverse in origin and purpose. Five were historically black institutions, and another was founded to educate American Indians. Several were created to prepare teachers for the public schools. Others had a technological emphasis. One is a training school for performing artists.

In 1931 the N.C. General Assembly redefined the University of North Carolina to include three state-supported institutions: the campus at Chapel Hill (now the University of North Carolina at Chapel Hill), North Carolina State College (now North Carolina State University at Raleigh), and Woman's College (now the University of North Carolina at Greensboro). The new multi-campus university operated with one board of trustees and one president. By 1969 three additional campuses had joined the university through legislative action: the University of North Carolina at Charlotte, the University of North Carolina at Asheville, and the University of North Carolina at Wilmington.

In 1971 the General Assembly passed legislation bringing into the University of North Carolina the state's ten remaining public senior institutions, each of which had until then been legally separate: Appalachian State University, East Carolina University, Elizabeth City State University, Fayetteville State University, North Carolina Agricultural and Technical State University, North Carolina Central University, the North Carolina School of the Arts, Pembroke State University, Western Carolina University, and Winston-Salem State University. This action created the current 16-campus university. (In 1985 the North Carolina School of Science and Mathematics, a residential high school for gifted students, was declared an affiliated school of the university; and in 1996 Pembroke State University was renamed the University of North Carolina at Pembroke through legislative action.)

The UNC Board of Governors is the policy-making body legally charged with "the general determination, control, supervision, management, and governance of all affairs of the constituent institutions." It elects the president, who administers the university. The 32 voting members of the Board of Governors are elected by the General Assembly for four-year terms. Former board chairmen and board members who are former governors of North Carolina may continue to serve for limited periods as non-voting members emeriti. The president of the UNC Association of Student Governments, or that student's designee, is also a non-voting member.

Each of the 16 constituent institutions is headed by a chancellor, who is chosen by the Board of Governors on the president's nomination and is responsible to the president. Each institution has a board of trustees, consisting of eight members elected by the Board of Governors, four appointed by the governor, and the president of the student body, who serves ex-officio. (The NC School of the Arts has two additional ex-officio members.) Each board of trustees holds extensive powers over academic and other operations of its institution on delegation from the Board of Governors.

## UNIVERSITY OF NORTH CAROLINA WILMINGTON

### MISSION STATEMENT

The University of North Carolina Wilmington, the state's coastal university, is dedicated to learning through the integration of teaching and mentoring with research and service. Our powerful academic experience stimulates creative inquiry, critical thinking, thoughtful expression and responsible citizenship in an array of high-quality programs at the baccalaureate and master's levels, and in our doctoral programs in marine biology and educational leadership. Substantial research activity, combined with our hallmark teaching excellence and moderate size, advances distinctive student involvement in faculty scholarship. We are committed to diversity and inclusion, affordable access, global perspectives, and enriching the quality of life through scholarly community engagement in such areas as health, the economy, the environment, marine and coastal issues, and the arts.

### STRATEGIC VISION

The faculty, staff, administration and students of UNCW are committed to achieving excellence and to placing UNCW in a position of preeminence among midsized, public universities in the South. UNCW will maintain an intimate learning environment for undergraduates, integrating teaching and mentoring with research and service. UNCW will promote and engage in high-quality scholarship and in master's-focused graduate education, as well as in selected doctoral programs. UNCW will provide a secure and attractive campus, encourage intellectual and cultural diversity, foster regional engagement, and value individual growth and development. In these ways, UNCW will prepare its graduates for a lifetime of learning, achievement and service for the betterment of self and community.

### UNIVERSITY GOALS

These seven goals form the foundation of UNCW's strategic plan, which serves to guide the University in fulfillment of its mission.

- Create the most powerful learning experience possible for our students.
- Recruit, retain and develop quality faculty, administration and staff in appropriate numbers.
- Embrace and enhance diversity throughout the University's constituencies, culture, curriculum and outreach activities.
- Create an educational environment that prepares our students to be global citizens.
- Strengthen the University's regional engagement and outreach activities.
- Enhance the quality of UNCW's environment and provide a campus that is attractive, functional and, above all, safe.
- Ensure adequate resources to achieve University goals by increasing public financial support and private giving.

## UNIVERSITY OF NORTH CAROLINA WILMINGTON

### BOARD OF TRUSTEES

M. Terry Coffey, *Chair*  
Wendy F. Murphy, *Vice Chair*  
George M. Teague, *Secretary*

#### Class of 2011

M. Terry Coffey  
Wilma W. Daniels  
Jeff D. Etheridge, Jr.  
John A. McNeill, Jr.  
Wendy F. Murphy

#### Class of 2013

Linda A. Pearce  
Britt A. Preyer  
Gary K. Shipman  
Michael B. Shivar  
George M. Teague

T. Matthew Victory, *ex-officio*

## HISTORY AND BACKGROUND

Education on the college level first came to Wilmington in 1946 when a college center was established under the direction of the North Carolina College Conference and under the administration of the Directorate of Extension of the University of North Carolina at Chapel Hill. The center offered courses on the freshman level to some 250 students during the academic year 1946-47. In 1947 a tax levy was approved by the citizens of New Hanover County, and Wilmington College was brought into existence as a county institution under the control of the New Hanover County Board of Education. In 1948 Wilmington College was officially accredited by the North Carolina College Conference and became a member of the American Association of Junior Colleges. In 1952 the institution was accredited as a junior college by the Southern Association of Colleges and Schools.

In 1958 New Hanover County voted to place the college under the Community College Act of the state of North Carolina. By virtue of this vote, the college became a part of the state system of higher education, and control passed from the New Hanover County Board of Education to a board of 12 trustees, eight of whom were appointed locally and four of whom were appointed by the governor of the state. At the same time the requirements for admission and graduation and the general academic standards of the college came under the supervision of the North Carolina Board of Higher Education, and the college began to receive an appropriation from the state for operating expenses in addition to the local tax.

On July 1, 1963, by an act of the General Assembly of North Carolina, Wilmington College became a senior college with a four-year curriculum, authorized to offer the bachelor's degree.

By vote of the Board of Trustees of the University of North Carolina in late 1968, with subsequent approval by the North Carolina Board of Higher Education, and by an act of the General Assembly of North Carolina in 1969, Wilmington College became, on July 1, 1969, the University of North Carolina at Wilmington. It, and the institution in Asheville previously designated as Asheville-Biltmore College, became the fifth and sixth campuses of the University of North Carolina.

On October 30, 1971 the General Assembly in special session merged, without changing their names, the remaining ten state-supported senior institutions into the University. Thus, the University of North Carolina now comprises 16 institutions.

On August 22, 1977 the Board of Governors of the University of North Carolina authorized the University of North Carolina at Wilmington to offer its first graduate programs at the master's level.

In the spring of 1985 the Board of Governors of the University of North Carolina elevated the University of North Carolina at Wilmington to a Comprehensive Level I University.

The programs offered by the University include four-year programs leading to the Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Science and Bachelor of Social Work degrees within the College of Arts and Sciences, the Cameron School of Business, the Watson School of Education, and the School of Nursing; graduate programs leading to the Master of Arts, the Master of Arts in Teaching, the Master of Business Administration, the International Master of Business Administration, the Master of Education, the Master of Fine Arts in creative writing, the Master of Public Administration, the Master of School Administration, the Master of Science, the Master of Science in Accountancy, the Master of Science in Nursing degrees, and Master of Social Work; a Ph.D. in marine biology, an Ed.D. in educational leadership; several post baccalaureate and post master's certificate programs, a variety of pre-professional programs, and special programs in a variety of areas, including marine science research, and continuing education.

## ACADEMIC STANDING

The University of North Carolina Wilmington is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of UNC Wilmington. The Watson School of Education is accredited by the National Council for Accreditation of Teacher Education. The School of Nursing is accredited by the National League for Nursing Accrediting Commission and the Commission on Collegiate Nursing Education. The Cameron School of Business is accredited by the Association to Advance Collegiate Schools of Business International. The University also holds membership in the North Carolina Association of Colleges and Universities, the American Placement Council, the Consortium for Oceanographic Research and Education, the Council for Advancement and Support of Education, the Council of Graduate Schools, and the National Association of State Universities and Land-Grant Colleges. It is on the list of schools approved by the American Chemical Society and is an accredited institutional member of the National Association of Schools of Music. The parks and recreation management curriculum is accredited by the Council on Accreditation for Recreation, Park Resources, and Leisure Services. The athletic training education program is accredited by the Commission on Accreditation of Athletic Training Education. The master's degree in psychology is accredited by the Behavior Analyst Certification Board, Inc., and the Master of Public Administration program is accredited by the National Association of Schools of Public Affairs and Administration. The bachelor's and master's degree programs in social work are accredited by the Council on Social Work Education.

Those wishing to review accreditation and certification documents should contact the provost's office.

## THE FACULTY

The University seeks to attract and maintain a faculty of outstanding individuals who are capable of contributing to the enrichment of its diverse and comprehensive instructional and research programs. Its faculty members come from all geographic sections of the United States and several foreign countries, bringing to this campus a rich variety of educational experiences, training and scholarship. Of the more than 544 instructional and research faculty, more than 86 percent hold doctoral degrees.



### **BOARD OF GOVERNORS AWARD FOR EXCELLENCE IN TEACHING**

As part of its ongoing efforts to underscore the importance of teaching and to encourage, identify, recognize, reward, and support good teaching within the University, the Board of Governors in 1993 created the annual system wide teaching awards which are designated Board of Governors Awards for Excellence in Teaching. Sixteen awards are given annually, with one recipient selected from each of the constituent institutions. The first awards were given in the 1994-95 academic year.

### **BOARD OF TRUSTEES TEACHING EXCELLENCE AWARD**

The Board of Trustees of the University of North Carolina Wilmington, in recognition of this institution's commitment to teaching excellence, has established the Board of Trustees Teaching Excellence Award. Recipients of the award manifest excellence as a way of life and stand out among the faculty as persons who have made and continue to make a significant contribution to higher education through their dedication and service to students. The award carries with it both an honor and a responsibility: it identifies a member of the faculty as a person of excellence, and it calls upon the person so honored to share that excellence with colleagues and students.

### **CHANCELLOR'S TEACHING EXCELLENCE AWARD**

The Chancellor's Teaching Excellence Award recognizes all aspects of excellence in teaching and in teaching-related activities that foster students' desire for lifetime learning and success. Up to six awards are given annually, three for the College of Arts and Sciences, one for the Cameron School of Business, one for the Watson School of Education and one for the School of Nursing.

### **J. MARSHALL CREWS DISTINGUISHED FACULTY AWARD**

The UNCW Alumni Association began annually awarding the J. Marshall Crews Award to an outstanding faculty member in the academic year 2002. The award is in honor of Dr. J. Marshall Crews for his leadership at Wilmington College and UNCW. The recipient receives a \$500 stipend and a bronze medallion from the association in recognition of stellar academic accomplishments.

### **DISTINGUISHED TEACHING PROFESSORSHIP**

The Distinguished Teaching Professorship Awards exemplify UNCW's commitment to excellence in teaching and in teaching-related activities by recognizing faculty members who have made a profound contribution to higher education through their dedication and service to students. Three awards are given each year, and each recipient holds the award for three years.

### **GRADUATE MENTOR AWARD**

The Graduate Mentor Award recognizes members of UNCW's graduate faculty who have excelled at teaching at the graduate level and who have an established record of mentoring graduate students. The latter includes not only guiding the research activity of students during their tenure at UNCW but also helping students become established as independent scholars and professionals.

### **THE UNCW AWARD FOR FACULTY SCHOLARSHIP**

The UNCW Award for Faculty Scholarship is designed to underscore this institution's continuing commitment to scholarship and creative work. Recipients of the award stand out among the faculty as persons who have made, and continue to make, a significant contribution to the University and the academic community through their commitment to scholarship, research and creativity. Up to three awards are given annually.

### **THE COMMUNITY OF SCHOLARS AT UNCW**

The Community of Scholars at UNCW is a network of collaborative resources aimed at enhancing the pursuit of the life of the mind. Its mission is to:

- support academic innovation and educational initiatives within the university community,
- provide resources for faculty development in teaching, research, and service,
- support the participation of the wider university community in the intellectual endeavor,
- represent in action and form the basic values of the life of the mind, and
- facilitate communication among all university departments, offices, and divisions.

All resource units promoting this mission are welcome to participate in the Community of Scholars at UNCW. Collaboration of these resources is enhanced by the Community of Scholars Council which brings together on a regular basis the directors of the resource units with representatives from Academic Affairs, Student Affairs, Randall Library, Information Technology Systems, Public Service and Continuing Studies, Faculty Senate, University College, Honors Scholars Program and Student Government. Its charge is to review the activities of the resource units and to consider strategies for enhancing the intellectual growth of our community.

## CURRENT COMMUNITY OF SCHOLARS RESOURCE UNITS:

### The Center for Faculty Leadership

(<http://www.uncw.edu/cfl>)

The Center for Faculty Leadership (CFL) is dedicated to developing and sustaining a high quality of academic leadership that is central to the mission and goals outlined in the University's strategic plan. The center serves as a resource for individuals with aspirations for academic leadership, as a training center for newly appointed department chairs, division coordinators, and program directors, and as a retooling center for current, mid-level academic leaders interested in improving the quality of their academic programs and/or advancing their professional careers in university administration. Information and assistance emphasize exploration, experimentation, and networking with programs presented in a variety of venues: informal discussions, formal workshops, guest speakers, conferences, networking and alliance building, mentoring and shadowing. The center's mission encourages collaborative initiatives by the faculty. Thus, the center also serves as resource and support for faculty-generated initiatives that require institutional support beyond the departmental or program level.

### The Center for the Support of Undergraduate Research and Fellowships

(<http://www.uncw.edu/csurf>)

The Center for the Support of Undergraduate Research and Fellowships (CSURF) is a resource to coordinate opportunities and information related to UNCW undergraduate research and scholarship. In addition, CSURF coordinates the application and nomination process for national competitive scholarships and fellowships for undergraduates. The center is housed in the Honors Scholars Program Office.

### The Center for Teaching Excellence

(<http://www.uncw.edu/cte>)

The Center for Teaching Excellence (CTE) provides workshops on a variety of teaching issues, encourages innovations in teaching through awarding stipends for course development, and supports continued education in the scholarship of teaching by subsidizing travel to teaching conferences. Its mission is to foster a campus-wide climate where teaching is highly valued, as well as provide leadership in the application of scholarship to teaching. CTE encourages efforts to achieve excellence in teaching by running programs for course development and improvement, implementing new instructional technologies, and providing support services. CTE will also conduct orientations for new faculty and work to integrate them into the university community.

### Centro Hispano

(<http://www.uncw.edu/centrohispano>)

Centro Hispano creates a responsive educational, scholarly and social environment for Hispanic Latino/a students, faculty and others interested in Hispanic culture. The center supports the research, teaching and service components necessary for the training and preparation of global citizens. It also informs, guides and champions UNCW's engagement with the region on issues critical to Hispanic constituencies.

### The Office of e-Learning

(<http://www.uncw.edu/online>)

The Office of e-Learning, a unit of the Division of Academic Affairs, provides support to faculty through individualized instruction and assistance in a variety of formats. Using a curriculum development approach to Web-based and Web-enhanced courses, resources are allocated to support the development of instructional technology using the most current and dynamic learning strategies. Working collaboratively with Information Technology Systems Division, the office sponsors workshops and initiatives which focus on helping faculty design quality online courses and on increasing faculty expertise in employing cutting-edge instructional technology.

### Upperman African American Cultural Center

(<http://www.uncw.edu/upperman>)

The Upperman African American Cultural Center (Upperman Center) provides UNCW students, faculty and staff, and the greater Wilmington community a central location from which they can experience the rich heritage of African Americans through print and visual media, workshops, presentations, exhibits, and cultural performances. The Center provides a welcoming atmosphere for all UNCW students. The purpose of the Upperman Center is to serve the African American student population by promoting a learning environment that supports the University's academic mission and recognizes the importance of learning inside and outside of the classroom.

**Women's Studies and Resource Center**

(<http://www.uncw.edu/wsrc>)

The Women's Studies and Resource Center engages in an interdisciplinary community of scholars, students and advocates working in gender, sexuality, and Women's Studies. The Center promotes gender equality, both locally and globally, through research support, programming, an academic minor, and community engagement. Finally, the Center provides physical space for gathering, resources, and referrals for the UNCW and Wilmington communities.

## **EQUAL OPPORTUNITY, DIVERSITY, AND UNLAWFUL HARASSMENT**

### **REAFFIRMATION OF COMMITMENT TO EQUAL OPPORTUNITY**

The University of North Carolina Wilmington is committed to and will provide equality of educational and employment opportunity for all persons regardless of race, sex (such as gender, marital status, and pregnancy), age, color, national origin (including ethnicity), creed, religion, disability, sexual orientation, political affiliation, veteran status or relationship to other university constituents—except where sex, age, or ability represent bona fide educational or occupational qualifications or where marital status is a statutorily established eligibility criterion for state-funded employee benefit programs.

This affirmation is published in accordance with 41 CFR Part 60 and is implemented in accordance with following laws and their amendments: Title VII and Title IX of the Civil Rights Act of 1964; Executive Order 11246; the Age Discrimination in Employment Act of 1967; the Rehabilitation Act of 1973; the Americans with Disabilities Act of 1990; the Vietnam Era Veterans' Readjustment Assistance Act of 1974; the Civil Rights Restoration Act of 1988; the NC General Statutes Chapters 116 and 126.

### **STATEMENT ON DIVERSITY IN THE UNIVERSITY COMMUNITY**

In the pursuit of excellence, UNC Wilmington actively fosters, encourages, and promotes inclusiveness, mutual respect, acceptance, and open-mindedness among students, faculty, staff and the broader community. Diversity is an educational benefit that enhances the academic experience and fosters free exchange of ideas from multiple perspectives. Diversity includes, but is not limited to race, sex, age, color, national origin (including ethnicity), creed, religion, disability, sexual orientation, political affiliation, veteran's status, gender, educational disadvantage, socio-economic circumstances, language, and history of overcoming adversity.

### **UNLAWFUL HARASSMENT, DISCRIMINATION, AND RETALIATION**

UNC Wilmington affirms that students and employees are entitled to an educational and employment environment free from unlawful harassment or discrimination based on that individual's race, sex (such as gender, marital status, and pregnancy), age, color, national origin (including ethnicity), creed, religion, disability, sexual orientation, political affiliation, veteran status, or relationship to other university constituents, and expressly prohibits unlawful harassment or discrimination of any individual among the university community engaged in educational or employment pursuits. Further, no student or employee shall be subject to retaliation for bringing a good faith complaint pertaining to unlawful harassment or discrimination or for protesting such behavior directed against another member of the university community.

For more information concerning ways in which our multicultural learning community may be nurtured and protected or complaint resolution procedures, contact the Office of Institutional Diversity and Inclusion, the Office of the Dean of Students, the Office of Academic Affairs, or the Office of Human Resources.

### **HARASSMENT PREVENTION POLICY**

#### **I. Purpose**

The University affirms its desire to maintain a work environment for all employees and a learning and living environment for all students that is free from all forms of harassment. The University is committed to ensuring that all students, faculty, staff, and administrators are treated with dignity and respect. Harassment is highly detrimental to an environment of mutual respect that must prevail if the University is to fulfill its goals. All members of the university community have an obligation to learn what behaviors constitute harassment, to be responsible for their own behavior, and to cooperate in creating a climate where harassment is not tolerated. This policy shall be applied in a manner that protects the academic freedom and freedom of expression of all parties.

#### **II. Scope**

- A. Harassment based on race, color, religion, creed, sex, national origin, age, disability, sexual orientation or veteran status is a form of discrimination in violation of federal law, state law, and/or university policy, and will not be tolerated.
- B. Retaliation against any person complaining of harassment or any person who is a witness to harassment is in violation of the law and this policy and is grounds for appropriate disciplinary action.
- C. The University will respond promptly to all complaints of harassment and retaliation whether the behavior is communicated physically, verbally, in print, via the Internet or through other means. When necessary, the University will institute discipline against the offending individual, which may result in a range of sanctions, including but not limited to the following: for students – warning, disciplinary probation, or suspension; and for employees – warning, suspension without pay, or dismissal.
- D. The University considers the filing of intentionally false reports of harassment as a violation of this policy and grounds for appropriate disciplinary action.
- E. Disciplinary action for violations of this policy by students will be the responsibility of the Office of the Dean of Students; disciplinary action for violations of this policy by employees will be the responsibility of the pertinent senior officer in the employee's division, after consultation with the University's equal employment opportunity/affirmative action officer, and in accordance with applicable procedures.

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### III. Prohibited Conduct

- A. Harassment is unwelcome conduct, based on race, color, religion, creed, sex, national origin, age, disability, veteran status or sexual orientation that is either a condition of working or learning ("quid pro quo") or creates a hostile environment.
- B. Quid pro quo harassment consists of unwelcome conduct when:
  - 1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, employment decisions, academic standing or receipt of a needed or legitimately requested university service or benefit; or
  - 2. Submission to, or rejection of, such conduct by an individual is used as a basis for decisions affecting such individual in matters of employment, employment decisions, academic decisions (such as grades) or receipt of a needed or legitimately requested university service or benefit.
- C. Hostile environment harassment consists of unwelcome conduct when:
  - 1. Such conduct has the purpose or effect of unreasonably interfering with an individual's work, academic performance, or living environment; or
  - 2. Such conduct has the purpose or effect of creating an intimidating, hostile or offensive working, learning or living environment.
- D. Hostile environment harassment is determined by looking at all of the circumstances, including the frequency of the allegedly harassing conduct and its severity. A single, serious incident may be sufficient to constitute hostile environment harassment.
- E. Retaliation is conduct causing any interference, coercion, restraint or reprisal against a person complaining of harassment or participating in the resolution of a complaint of harassment.

### IV. Reporting

The University encourages reporting of all perceived incidents of harassment, regardless of who the alleged offender may be. Individuals who either believe they have become the victim of harassment or have witnessed harassment are to utilize the Harassment Resolution Procedures.

## IMPROPER PERSONAL RELATIONSHIPS BETWEEN STUDENTS AND EMPLOYEES

### I. Purpose

This policy sets forth professional conduct standards for all employees who are involved in the instruction, supervision or evaluation of students. The University does not condone amorous relationships between students and employees. Members of the university community should avoid such liaisons, which can harm affected students and damage the integrity of the academic enterprise. Further, sexual relationships between unmarried persons can result in criminal liability. In two types of situations, university prohibition and punishment of amorous relationships is deemed necessary: 1) when the employee is responsible for evaluating or supervising the affected student; and 2) when the student is a minor, as defined by North Carolina law.

### II. Prohibited Conduct

- A. It is misconduct, subject to disciplinary action, for a university employee, incident to any instructional, research, administrative or other university employment responsibility or authority, to evaluate or supervise any enrolled student of the institution with whom he or she has an amorous relationship or to whom he or she is related by blood, law or marriage.
- B. It is misconduct, subject to disciplinary action, for a university employee to engage in sexual activity with any enrolled student of the University, other than his or her spouse, who is a minor below the age of 18 years.

### III. Definition of Terms

- A. "Amorous relationship" exists when, without the benefit of marriage, two persons as consenting partners
  - 1. Have a sexual union; or
  - 2. Engage in a romantic partnering or courtship that may or may not have been consummated sexually.
- B. "Evaluate or supervise" means:
  - 1. To assess, determine or influence a) one's academic performance, progress or potential or b) one's entitlement to or eligibility for any institutionally conferred right, benefit or opportunity; or
  - 2. To oversee, manage or direct one's academic or other institutionally prescribed activities.
- C. "Related by blood, law or marriage" means:
  - 1. Parent and child
  - 2. Brother and sister
  - 3. Grandparent and grandchild
  - 4. Aunt and/or uncle and niece and/or nephew
  - 5. First cousins
  - 6. Stepparent and stepchild
  - 7. Husband and wife
  - 8. Parents-in-law and children-in-law
  - 9. Brothers-in-law and sister-in-law
  - 10. Guardian and ward

**IV. Reporting Policy Violations**

- A. The University encourages individuals to report alleged violations to the department chair, dean, director or vice chancellor of the division or department in which the employee involved in the relationship is employed. The dean, director or vice chancellor, in consultation with the director of Human Resources and the provost, shall determine whether to authorize a formal investigation of the allegations.
- B. Self-reporting is encouraged to avoid potential conflicts of interest, conflict of interest, or the appearance of a conflict. If the potential for such a conflict arises, the employee is required to disclose the possibility of a potential conflict to his or her immediate supervisor and efforts are to be made to eliminate any potential source of the conflict.
- C. The University considers the filing of a false or malicious report as a violation of this policy, and the individual who reports shall be subject to prompt and appropriate disciplinary action.

**V. Investigatory Procedures**

- A. Because of the sensitive nature of such relationships, reasonable effort should be taken to resolve a policy violation in an informal and expedited manner whenever possible.
- B. If a formal investigation is authorized, the pertinent vice chancellor will identify an appropriate administrator(s). The investigating administrator(s) cannot be the direct supervisor of the employee named in the complaint. The investigating administrator(s) shall interview the employee, the affected student, the complainant, and any other individual believed to have pertinent factual knowledge necessary to determine the validity of the allegations. Relevant documents should also be reviewed. All parties to an investigation must be instructed on the confidential nature of the matter, and the prohibition against retaliation for reporting policy violations and/or participating in an investigation.
- C. The investigating administrator(s) shall prepare a report of findings, which shall be considered a confidential personnel record. Human Resources will serve as a consultant to the process to ensure consistency of treatment. In the case of a faculty member, the report shall be submitted to the pertinent dean and the provost, with a copy to the director of Human Resources. In the case of a non-faculty member, the report shall be submitted to the pertinent vice chancellor and the director of Human Resources.
- D. Results of the investigation, the report, and any subsequent disciplinary action shall be kept confidential to the extent allowed by the Family Educational Rights and Privacy Act ("FERPA") and the North Carolina Personnel Records Act. Generally, the complainant is not entitled to learn the outcome of such an investigation other than notice when the investigation has concluded. All related documentation should be forwarded as soon as possible following resolution to Human Resources for retention.
- E. Reasonable efforts should be made to address the concern in as timely a manner as possible, which should be within thirty (30) calendar days of receiving the complaint. The director of Human Resources should be advised on any investigation and/or resolution that take longer than thirty (30) calendar days. This should be accomplished through a status report provided by the investigating administrator(s).

**VI. Corrective Action**

Any disciplinary action imposed for a violation of this policy shall be made in accordance with the disciplinary procedures applicable to the faculty or staff member's category of employment. Sanctions may include a letter of reprimand or warning, suspension without pay, or dismissal from employment. Disciplinary action shall be decided by the appropriate vice chancellor, or designee, in consultation with the director of Human Resources.

**OPPORTUNITIES FOR INVOLVEMENT AND AVENUES OF REDRESS**

For more information concerning ways in which our multicultural learning community may be nurtured and protected, contact Institutional Diversity and Inclusion, the Office of the Dean of Students, or Human Resources.

For complaint processes and administrative review procedures pertaining to perceived violations of the University's policies pertaining to equal educational and employment opportunity, personal discrimination, sexual harassment, or improper personal relationships, see the *Code of Student Life* or the *Faculty Handbook* or contact the University EEO/AA Officer, UNCW Human Resources, 601 S. College Road, Wilmington, NC 28403-5960, Phone (910) 962-3160, Fax (910) 962-3840.

For questions concerning program access or compliance, contact the ADA Compliance Officer, William A. Fleming, 601 South College Road, Wilmington, NC 28403-5960, Phone (910) 962-3160, Fax (910) 962-3840.

### **SEAHAWK RESPECT COMPACT**

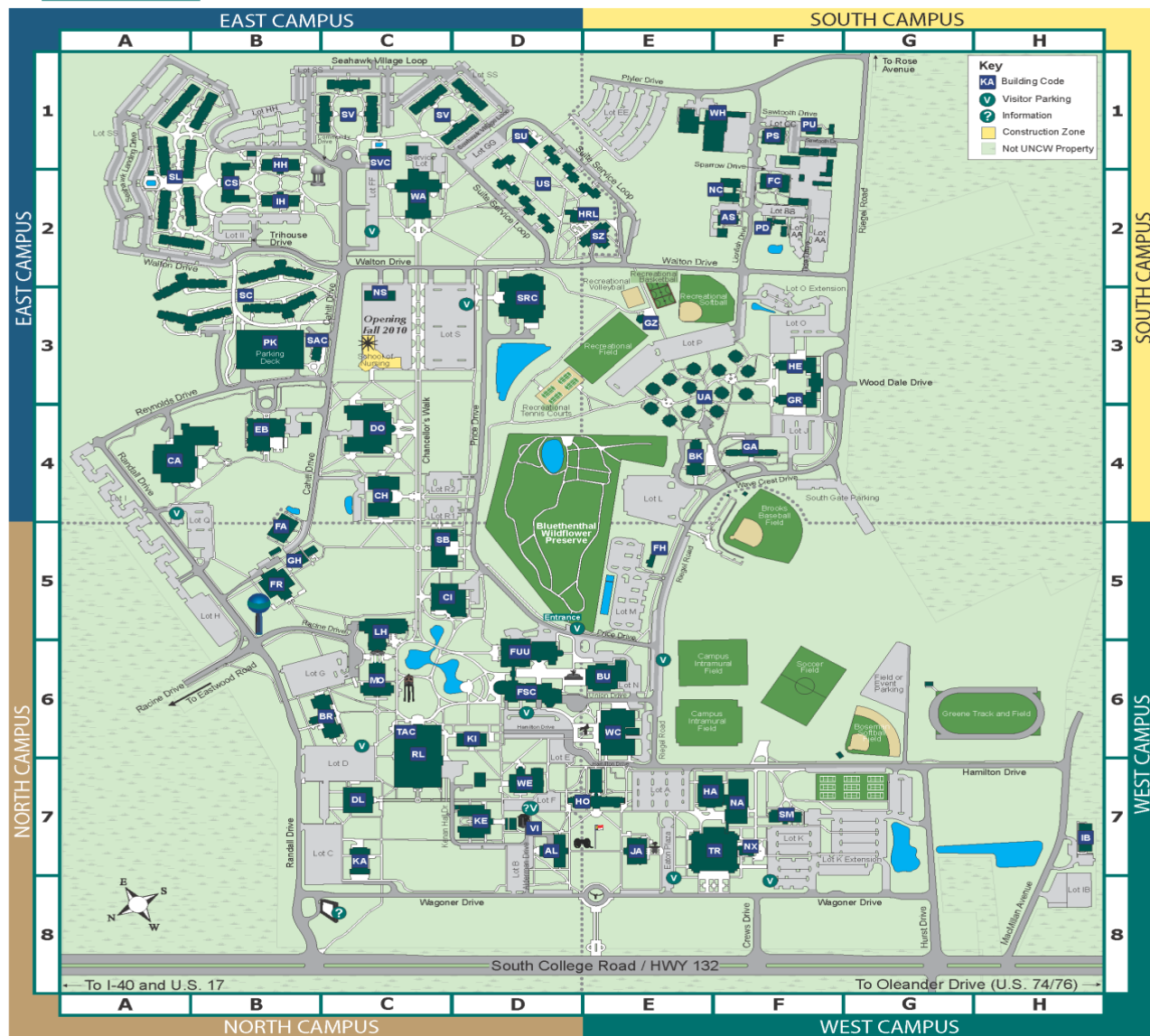
In the pursuit of excellence, UNC Wilmington actively fosters, encourages, and promotes inclusiveness, mutual respect, acceptance, and open-mindedness among students, faculty, staff and the broader community.

- We affirm the dignity of all persons.
- We promote the right of every person to participate in the free exchange of thoughts and opinions within a climate of civility and mutual respect.
- We strive for openness and mutual understanding to learn from differences in people, ideas and opinions.
- We foster an environment of respect for each individual, even where differences exist, by eliminating prejudice and discrimination through education and interaction with others.

Therefore, we expect members of the campus community to honor these principles as fundamental to our ongoing efforts to increase access to and inclusion in a community that nurtures learning and growth for all.



601 South College Road • Wilmington, NC 28403 • 910.962.3000 • [www.uncw.edu](http://www.uncw.edu)



Building	Grid	Location	Code	Building	Grid	Location	Code	Visitor Destinations	Code
Academic Support Center	2F	AS		Kenan Hall	7D	KE		Administration - Alderman Hall	AL
Alderman Hall	7D	AL		King Hall	6D	KI		University Advancement	
Almkuist-Nixon Sports Medicine Complex	7F	SM		Kresge Greenhouse	5B	GH		Admissions - James Hall	JA
Bear Hall	6B	BR		Leutze Hall	5C	LH		Undergraduate and Graduate	
Beik Hall	4E	BK		Morton Hall	8C	MC		Alumni Wise House - 1713 Market Street	
Burney Center	9E	BU		Nattatorum Hall	7F	NA		Kenan Auditorium	NX
Cameron Hall	4C	CH		Natural Sciences	3C	NS		Bookstore - Fisher Student Center	FSC
Computer Information Systems Building	5C	CI		Network and Communications	2F	NC		Burney Center	BU
Cornerstone Hall	2B	CS		Nixon Annex	7B	NX		Cashier - Warwick Center	WC
Cultural Arts Building	4A	CA		Parking Deck	3B	PK		Center for Marine Science - 5600 Marvin K. Moss Lane	
DeLoach Hall	7B	DL		Police (UNCVW)	2F	PD		Cultural Arts Events & Performance Venues	
Dois Hall	4O	DO		Printing Services	1F	PS		Kenan Auditorium	KA
Education Building	4B	EB		Purchasing Services	1F	PU		Cultural Arts	CA
Facilities	2F	FC		Randall Library	6-7C	RL		Lumina Theater	FSC
Fisher Field House	5E	FH		Schwartz Hall	2E	SZ		Disability Services - Westside Hall	WE
Fisher Student Center	6D	FSC		Seahawk Crossing	2-3B	SC		Ev-Henwood Nature Preserve - 6150 Rock Creek Road, Leland	
Fisher University Union	6D	FUU		Seahawk Landing	1-2A	SL		Executive Development Center - 1241 Military Cutoff Road	
Friday Annex	5B	FA		Seahawk Village	1-2D	SV		Financial Aid - Warwick Center	WVC
Friday Hall	5B	FR		Seahawk Village Clubhouse	1C	SVC		Human Resources - Airlie Commons - 1612 Military Cutoff Road	
Galloway Hall	4F	GA		Shops at the Crossing	3B	SAC		Institutional Diversity & Inclusion - Alderman Hall	AL
Gazebo	3E	GZ		Social and Behavioral Sciences	5C	SB		Centro Hispano - Fisher University Union	FUU
Graham Hall	3F	GR		Student Recreation Center	3D	SRC		Upperman Center - Fisher University Union	FUU
Hanover Hall	7E	HA		Suites Services Building	1D	SU		Madeline Suite, Vagoner Hall	WA
Hart Hall	9F	HE		Technology Assistance Center (Library)	8C	TAC		Marketing & Communications - 737 Saint James Drive	
Hoggard Hall	7E	HO		Trask Coliseum	7E	TR		Parking & Transportation Services - Warwick Center	WC
Honors House	1B	HH		University Apartments	3-4E-F	UA		Passport Office - Education Center	WC
Housing and Residence Life	2E	HRL		University Suites	2D	US		Public Service &	
International House	2B	IH		Visitor Information & Parking	7D	VI		Continuing Education - Airlie Commons - 1612 Military Cutoff Road	
Isaac Bear Early College High School	7H	IB		Wagoner Hall	2C	WA		Other Lifelong Learning Institute	
James Hall	7E	JA		Warehouse-Receiving	1F	WH		Registrar - James Hall	JA
Kenan Auditorium	7C	KA		Warwick Center	6E	WC		Veterans Services - Warwick Center	WC
				Westside Hall	7D	WE			

### THE CAMPUS

The University of North Carolina Wilmington is located in the southeastern part of the state on a 661-acre tract on State Highway 132 (College Road) midway between the Cape Fear River and the Atlantic Ocean. The city of Wilmington is situated on the east bank of the Cape Fear River about 15 miles from Carolina Beach and 10 miles from Wrightsville Beach. The standard metropolitan area, of which Wilmington is a part, now has a population in excess of 118,000. Several main highways lead into the city, and commercial air service provides easy access to other metropolitan areas north, south, and west.

Ocean breezes and the nearness of the Gulf Stream give Wilmington a delightful year-round climate, and the area's proximity to the ocean provides unlimited recreational opportunities.

The spacious well-landscaped campus was first occupied by the University in 1961. The number of buildings has increased from three in 1961 to 128 today. There are several athletic fields and intramural fields.

### BUILDINGS

The buildings on the campus are of modified Georgian architecture. All academic buildings, as well as the dining and residence halls, are completely air-conditioned.

Edwin A. Alderman Hall, which houses administrative offices, is named in honor of a native Wilmingtonian who served as president of the University of North Carolina, the University of Virginia and Tulane University.

Hoggard Hall, an academic building named in honor of Dr. John T. Hoggard, second president of Wilmington College, houses the Office of Information Technology Systems, Accounting, Sponsored Programs, Application Services, and University Relations.

Kenan Hall, named in honor of the late Mrs. Sarah Graham Kenan of Wilmington, is occupied by the Department of Creative Writing and a part of the Department of Film Studies. It contains classrooms, seminar rooms, faculty offices, and The Publishing Laboratory, all serving the Department of Creative Writing, a digital editing lab and "black box," serving the Department of Film Studies, and an auditorium with seating capacity of 76.

Will S. DeLoach Hall houses the Department of Physics and Physical Oceanography and the Department of Geography and Geology. It is equipped with classrooms, faculty and staff offices, teaching auditoriums, and laboratories.

Friday Hall, named in honor of UNC President Emeritus William C. Friday and his wife Ida, houses the Department of Environmental Studies and part of the Department of Biology and Marine Biology, and contains classrooms and laboratories. Friday Hall's comprehensive renovation was completed in summer 2008.

Friday Annex provides interim space for buildings undergoing renovation and is currently home to the School of Nursing.

Arnold Kimsey King Hall houses both academic and administrative units. The Department of Film Studies is on the first floor, which includes classrooms, faculty offices, and the 168-seat King Auditorium, and the second floor houses the Science and Mathematics Education Center, Summer Venture Program in Science and Math, Academic Affairs Office of Resource Management, and two School of Nursing Classrooms.

Cameron Hall, named in honor of Wilmington brothers Daniel D. and Bruce B. Cameron, houses the Cameron School of Business.

Isaac Bear Hall contains the College of Arts and Sciences, and the departments of Mathematics and Statistics, Philosophy and Religion and Graduate Liberal Studies.

Morton Hall, named for Margaret Shannon Morton, houses the departments of English, History, and part of Foreign Languages and Literature. The building contains classrooms, seminar rooms, and the Bryan Auditorium, which seats 200.

The Social and Behavioral Sciences Building houses the departments of Psychology, Sociology and Criminology, and Anthropology.

Dobo Hall contains the departments of Biology and Marine Biology, and Chemistry and Biochemistry. The building contains classrooms and laboratories.

Leutze Hall, named in honor of Chancellor Emeritus James R. Leutze, consists of 53,000 square feet and houses the departments of Communication Studies, Foreign Languages and Literatures, Public and International Affairs, and Social Work.

The new Creative Arts Building is a 106,860 square foot structure that houses the departments of Art and Art History, Music, and Theatre, and it has classrooms, seminar rooms, computer labs, rehearsal rooms, performance spaces, and exhibit venues.

The Computer Information Systems Building opened in 2007 and houses the departments of Computer Science and Information Systems and Operation Management.

The Education Building houses the Watson School of Education and Educational Resource Center, North Carolina Teachers Legacy Hall, UNCW Teaching and Principal Fellows, the Professional Development System University-School Partnership serving 13 school districts, region, the Curriculum Materials Center, the Education Lab, New Hanover County School's Young Adult Transition Classroom, and other support and outreach.

The School of Nursing is currently under design with construction completion in summer 2010.

The Sarah Graham Kenan Auditorium, a gift from the Sarah Graham Kenan Foundation, has a seating capacity of 1,000 persons. The auditorium is also equipped for use as a theatre.

Hanover Hall and Trask Coliseum, the physical education complex, provide modern facilities for the athletic activities of all students, including a large playing floor with rollaway bleachers, a second athletic activity floor, offices, locker rooms and showers, and special gymnastic equipment.

The Raiford G. Trask Health and Physical Education Building provides the campus with a 6,000-seat coliseum as well as an olympic size swimming pool and a separate diving tank.

The Fisher University Union and the Fisher Student Center are the "living room" of the university community. These facilities house a wide variety of services such as the UNCW Bookstore, student and administrative offices which includes the Campus Activities & Involvement Center and Career Center among others, while providing space for campus activities, meetings, and dining like the Hawk's Nest, Einstein Bros. Bagels and a convenience store. The Burney Center now houses the largest multi-purpose space on the UNCW campus.

The Warwick Center is also part of the Campus Life operation with a large multi-purpose room which can be divided into as many as three smaller spaces. Several student service offices are also housed in the Warwick Center which include Student Accounts, the Cashier's office, Financial Aid & Veterans Services, Auxiliary Services (meal plans, parking and the UNCW OneCard) and the Reservation and Event Services office for Campus Life. Dubs Café, UNCW's newest dining option, opened in fall 2009.

Hinton James Hall, named for a New Hanover County resident who was the first student to enroll at the University of North Carolina, houses the Graduate School, Registrar Services and Admissions. This building underwent renovation during the 2005-2006 academic year.

The 86,587 square foot Fisher Student Center opened in August 2006 and is connected to the current Union and the Burney Center by a covered colonnade. This student center houses a wide variety of services, student and administrative offices and meeting rooms, and a new book store.

Wagoner Hall provides space for food service for students and faculty, and also houses a special purpose meeting and dining facility known as Madeline Suite.

Westside Hall contains Student Health Services, International Programs, the Counseling Center, CARE, Crossroads, and the University College.

The Belk Residence Hall accommodates 200 students.

The Hewlett Residence Hall, named in honor of Addison Hewlett, Jr., accommodates 200 students and is joined by a connector building to the Frederick B. Graham Hall which accommodates another 220 students.

The Edmond R. Galloway Residence Hall provides housing for 400 students.

The Schwartz Residence Hall accommodates 160 students.

The University Apartments and University Suites each accommodate 400 students.

The Honors House is a living-learning environment for students enrolled in UNCW's Honors Program. The Honors House features a dynamic student population with members committed to student leadership, scholarship, and service. The Honors House provides housing for 100 students.

The International House is a living-learning environment for students who desire to experience world cultures in on-campus living. The International House consists of 96 spaces. The goal of the program is to have a 50/50 breakdown of international and American students living in close proximity together.

Cornerstone Hall provides on-campus housing for undergraduate students accommodated in a traditional dormitory setting of two and three bedrooms. The new building has been located to complete a cluster with two existing dormitories. Cornerstone provides housing for 263 students.

The Student Recreation Center is comprised of three multipurpose basketball courts, the Harris Teeter Fitness Center, fitness assessment, group exercise room, climbing wall, Discover Outdoor program resource center and indoor running track. In addition, the facility houses the administrative offices for Campus Recreation and the Hundley Health Education Center.

The Center for Marine Science located on 65 acres approximately seven miles from the main campus, directly on the Intercoastal Waterway, houses classrooms, laboratories and research facilities as well as faculty offices and space for visiting researchers. The operations wing houses maintenance operations for marine equipment, machine shop, some staff offices, dive shop, boat repair shop, and an oceanographic storage and equipment repair facility.

## **INSTITUTIONAL DIVERSITY AND INCLUSION**

(<http://www.uncw.edu/diversity/>)

In the pursuit of excellence, the University of North Carolina Wilmington actively fosters, encourages, and promotes inclusiveness, mutual respect, acceptance, and open-mindedness among student, faculty, staff, and the broader community. Diversity is an educational benefit that enhances the academic experience and fosters a free exchange of ideas from multiple perspectives. The Office of Institutional Diversity and Inclusion is currently comprised of four departments: the Upperman African American Cultural Center, The Centro Hispano, The Women's Studies and Resource Center, and the Multicultural Center, all engaged in coordinating the University's diversity initiative by helping foster an educational climate that promotes intellectual interactions across campus and between the campus community and surrounding areas. The office provides avenues for inclusion for faculty, staff, students, and community members and facilitates collaborative efforts to provide relevant programs and services throughout the year. The Office of Institutional Diversity and Inclusion primarily focuses on the coordination of multicultural community outreach and faculty involvement; the academic success of students; providing assistance in the development of merit-based scholarships; partnering with academic deans to review diversity plans and accomplishments; and an annual review with vice chancellors on diversity initiatives. In an effort to diversify the campus community and facilitate a climate that encourages and supports diversity, programs offer dialogue on social justice issues, appearances by national and international performers in art, film, and music, and presentations by speakers on topics such as civil rights, journalism, literature, and politics.

**WILLIAM MADISON RANDALL LIBRARY**

The William Madison Randall Library serves as a dynamic instructional and research resource of the University of North Carolina Wilmington (UNCW). Randall Library is named for William Madison Randall, Wilmington College President from 1958 to 1968. Its collections include more than two million items in various formats, including over one million books, bound journals, and print government documents; over 30,000 print and electronic journals, over one million microform pieces, and more than 83,000 media items (e.g., DVDs, CDs). In addition, the library provides approximately 200 online databases and extensive full text resources. Databases, e-journals and over 29,000 electronic books are available to UNCW students, faculty and staff with Internet access anywhere and anytime. An online catalog and circulation system provides easy, efficient access to most of the library's collections. The gateway to the library's resources is its web page: <http://library.uncw.edu>

The library's online catalog can be expanded to search the UNC Coastal Library Consortium (UNCW, Fayetteville State University and the University of North Carolina Pembroke) and requests can be placed for those materials directly from the online catalog. The library's interlibrary loan and document delivery service provides access to information resources held by other libraries around the world free of charge to UNCW students, faculty and staff. Requests are submitted online through the ILLiad system. For more information, visit <http://library.uncw.edu/web/customerservices/interlibraryloan.html>

The library provides a reserve reading service to aid students and instructors in accessing required and supplemental materials for courses. Much of this material is in electronic format, available 24/7. Books and videos for short loan reserve reading/viewing are held at the Circulation/Customer Services Desk. The reserve system can be searched by course, department, instructor or document title or author.

The library's specialized collections include the Rare Book Collection; the Southeastern North Carolina Collection, devoted to publications by or about residents of the Lower Cape Fear region of North Carolina, Manuscript Collections (diaries, correspondence and other papers), and UNCW and Wilmington College Archives. Special Collections also provides a unique collection of oral history interviews. In addition, the library is a selective depository for United States government publications and a full depository for North Carolina documents. The Curriculum Materials Center (C.M.C.), located in the Education Building, is a specialized facility designed to support the teacher education program of the Watson School of Education, providing textbooks and other teaching support materials for pre-K-12 grades. The C.M.C. in cooperation with the Education Lab, provides equipment for creating teaching materials.

A knowledgeable and helpful staff of 43 full-time employees including 20 librarians and many student assistants provides comprehensive information access and research assistance. The library is dedicated to the goal of educating users, especially students, in the identification, use and evaluation of information in all formats. In addition to providing immediate assistance at the Learning Commons Help Desk and Circulation Desk, the library provides research assistance by live chat, e-mail, phone or in-depth assistance by appointment. The library participates in NCKnows, a 24/7 chat reference service. Information literacy instruction is provided through course-related instruction sessions, credit courses on library and information research skills, and workshops on various topics. The Student Thesis Assistance @ Randall (STAR) Program is a one-on-one guidance and support system for graduate students, with thesis or final project assistance provided by a personal, dedicated librarian.

During the academic year, the library is open 24 hours a day, from noon Sunday until 7:00 p.m. Friday, and from noon until 7:00 p.m. Saturday (134 hours/week). Randall Library provides nearly 900 seats in a variety of environments, including individual study carrels and tables, group study rooms and a quiet study room. A coffee bar provides beverages and food. The Technology Assistance Center (TAC), operated by the UNCW Information Technology Systems Division, is located in the library. Computers are available, in the Learning Commons on the first floor, and two graduate computer labs are on the second floor. Laptops are also available for students, or students can use wireless Internet access with their personal laptops. Other equipment the library provides to students includes video cameras, portable DVD players, MP3 players, flash drives and presentation practice carts. The library also houses an 80-seat auditorium, the Honors Program Office, Center for Teaching Excellence, Center for Faculty Leadership, Women's Studies and Resource Center, a Distance Learning Classroom, and many faculty and graduate assistant offices.

**ATHLETICS**

The University holds membership in the National Collegiate Athletic Association, Colonial Athletic Association, and the Eastern College Athletic Conference. Varsity intercollegiate teams are fielded for men in basketball, cross country, baseball, golf, soccer, tennis, swimming and diving, and indoor/outdoor track and field. Varsity intercollegiate teams for women are fielded in basketball, cross country, softball, golf, tennis, swimming and diving, soccer, volleyball, and indoor/outdoor track and field.

**Mission Statement**

The mission of the Department of Athletics, based upon and consistent with the purpose of the University, is to offer superior athletic programs that compete annually for Colonial Athletic Association and NCAA Division I academic and athletic honors.

**Core Values**

The Department of Athletics is committed to being competitive at the conference and national levels and adheres to the following core values in its quest for excellence:

- Academic Excellence
- Athletic Success
- Student-Athlete Development
- Community Involvement
- Diversity and Equity
- Integrity
- Fiscal Strength and Responsibility

**Goals and Objectives**

1. Create the most powerful learning experience possible for student-athletes.
2. Recruit, retain and develop quality coaches, administration and staff in appropriate numbers.
3. Embrace and enhance equity and diversity throughout the staff, sport programs, culture and community outreach activities.
4. Create an educational and athletic environment that promotes great sportsmanship and prepares student-athletes to become lifelong leaders.
5. Strengthen the athletic department's community engagement and outreach activities.
6. Enhance the quality and well being of UNCW's student-athlete experience while providing competitive opportunities in a safe environment.
7. Ensure adequate resources to achieve athletic department goals by increasing private giving and corporate partnership financial support.

**Vision Statement**

The Department of Athletics strives to provide students with an environment committed to successful and meaningful athletic and academic experiences, high quality coaches, and dedicated support staff and administration to help them become better athletes, students and citizens.

The Equity in Athletics Disclosure Act report is available upon request.

**THE NORTH CAROLINA GERONTOLOGY CONSORTIUM**

The North Carolina Gerontology Consortium links participating UNC institutions to facilitate the sharing of teaching and learning resources to enhance the study of gerontology across the University of North Carolina system. This consortium offers an array of interdisciplinary gerontology courses as well as courses in the social sciences and those presenting biology and the more clinical aspects of aging. The primary focus is on the sharing of gerontology coursework offered each semester in either web-based instruction or on the North Carolina Information Superhighway using interactive video technology. Participant universities include Appalachian State University, East Carolina University, University of North Carolina at Greensboro, University of North Carolina at Chapel Hill, University of North Carolina at Charlotte, University of North Carolina at Pembroke, University of North Carolina Wilmington, Winston-Salem State University, NC State University, and Western Carolina University. A second Southeastern North Carolina Gerontology Consortium includes Fayetteville State University, University of North Carolina at Pembroke, and University of North Carolina Wilmington.

**INFORMATION TECHNOLOGY SYSTEMS DIVISION**

The Information Technology Systems Division (ITSD) is an innovative organization committed to providing a technologically progressive environment for students, faculty and staff. This division is dedicated to leading, collaborating and supporting with cost effective services that promote the mission of the University. ITSD is also committed to promoting and sustaining a powerful learning experience by responding to students' needs through student survey feedback, student engagement with the division and collaboration with other constituent groups across campus.

ITSD provides an array of services to students, some of which include:

- Technology Assistance Center (TAC) in Randall Library (UNCW's help desk)
- Free antivirus software ([www.uncw.edu/virus](http://www.uncw.edu/virus))
- General access computers in Randall Library
- Graduate student computer lab in Randall Library
- Laptop checkout program in Randall Library and the Fisher Student Center
- Wireless access across campus
- [mySeaport](#) campus portal
- Multi-media classrooms
- Binaries in Fisher University Union (technology store and warranty service center)



Students should call the TAC for any computing or technology questions or problems. The TAC provides support via phone, e-mail and in person in Randall Library. Services provided by the TAC include, but are not limited to, assistance with: password issues, e-mail questions or problems, scanning, CD creation/duplication, software questions, file conversion including creating PDFs, and virus and spyware/malware removal clinics. Further information on the TAC and its extended hours can be obtained at [www.uncw.edu/tac](http://www.uncw.edu/tac).

ITSD offers UNCW e-mail to all students to keep them connected with the university community, their professors and each other. ITSD also provides students with their one-stop campus portal—[mySeaport](http://mySeaport). Through [mySeaport](http://mySeaport), students have access to their UNCW e-mail, calendar, class information, online registration, billing information, campus news and additional student services. Furthermore, students may access various educational tools, such as computer based training courses and podcasts through this UNCW portal.

ITSD supports online learning through its course management system, Blackboard Vista. Instructors may utilize this tool to deliver fully online courses or as a supplement to traditional face-to-face courses.

For more information on ITSD and its services, go to [www.uncw.edu/itsd](http://www.uncw.edu/itsd).

## **DIVISION FOR PUBLIC SERVICE AND CONTINUING STUDIES**

The Division for Public Service and Continuing Studies *powers* UNCW's engagement with southeastern North Carolina through innovative programs of lifelong and professional learning, applied research, and service that result in measurable improvements in our region's social and economic condition. We advocate for and support sustained, issue-specific partnerships between faculty, staff, and students and regional business, nonprofit, and government organizations; and academically-based programs that enrich the lives of the youth and adults living in Southeastern North Carolina.

Opportunities for student participation exist in the following areas:

### **Conference and Event Management**

**Conference and Event Services** provides comprehensive logistical and administrative services including on-campus facilities, lodging, food and registration for both internal and external organizations hosting conferences at UNCW.

**The Executive Development Center (EDC)** provides a total-immersion learning environment for individuals, professional groups and corporate teams focused on learning, exchanging ideas and exploration, in its versatile state-of-the-art meeting spaces. The EDC, located near Wrightsville Beach, comfortably hosts groups from 40 to 200 participants offering a full range of conference and catering services. Visit [www.uncw.edu/edc](http://www.uncw.edu/edc) to learn more.

### **Continuing Studies**

**Professional Education** offers working professionals an opportunity to further develop their skills and/or provides an opportunity for career exploration by delivering on-site and on-line training. Training programs focus on certificate programs and continuing professional education courses. Visit [www.uncw.edu/professional-ed](http://www.uncw.edu/professional-ed) to learn more.

**Osher Lifelong Learning Institute at UNCW (OLLI)** refers to an individual's ongoing commitment to education and includes non-credit activities for personal enrichment, including short courses related to academic studies, such as history, art and languages, as well as activities such as lunch and dinner speaker series, public forums, special issues presentations and international travel. Other lifelong learning opportunities include the Adult Scholars Leadership Program, which brings accomplished members of the 50+ community together to discuss regional issues, and Odyssey, which offers marine and environmental education activities to adults. Each semester the divisional publication, Pathways, catalogues current lifelong learning opportunities at UNCW. Visit [www.uncw.edu/olli](http://www.uncw.edu/olli) to learn more.

### **Scholarly Community Engagement**

**Scholarly Community Engagement** facilitates interdisciplinary teams composed of faculty/ student researchers and community organizations, conducting meaningful long-term applied research projects addressing local issues. Engaging the community in scholarly research, faculty and students affect the quality of life of individuals and communities in our region. Students participate in community-based research through internships, directed independent study and faculty-led research projects.

### **Media Production**

**Media Production**, formerly UNCW-TV, highlights the intellectual diversity of the University by creating educational programming derived from the academic departments of UNCW and delivered by UNCW – TV, through a variety of media. Also, Media Productions serves the University through its Creative Services television production, such as broadcasting events like UNCW Commencement, a variety of award ceremonies, candidates forums, community based television programming and award winning documentaries.

### **Youth Programs**

**MarineQuest** offers marine and environmental education activities for youth. This popular program includes field activities in local habitats, experience in marine science laboratories and guided travel to international habitats. MarineQuest provides placement for student internships and paid employment. When working with MarineQuest, students majoring in environment

studies, marine biology and science education gain valuable “work world” experience as well as exposure to professional networking opportunities. Visit [www.uncw.edu/marinequest](http://www.uncw.edu/marinequest) to learn more.

### **HERBERT BLUETHENTHAL MEMORIAL WILDFLOWER PRESERVE**

The Herbert Bluethenthal Memorial Wildflower Preserve is a 10-acre memorial botanical garden located on the UNCW campus. Established in 1972, its purpose is to provide a place where the university community and the public can learn about and enjoy our native plants and their habitats. Many of the plants are labeled, and maps and trail guides are available at the entrance.

### **EV-HENWOOD NATURE PRESERVE**

Ev-Henwood is UNCW's coastal forest research and teaching station located in Brunswick County. It is only a short 30-minute drive from the university campus and is available for nature study and appreciation, student and faculty research, and class field trips. Included in its 110 acres are oak/hickory woods, pine forests, and low woods along the bordering Town Creek and its branches. Additional habitats such as ponds and fields are available nearby.

### **SWAIN CENTER FOR BUSINESS AND ECONOMIC SERVICES**

The Swain Center for Business and Economic Services in the Cameron School of Business at the University of North Carolina Wilmington is the business research/extension division in the business school. Center staff provide research services and sponsor seminars to provide technical assistance in regional economic development and prepare individuals to develop further their managerial, technical, and personal capabilities.

### **CENTER FOR MARINE SCIENCE**

(<http://uncw.edu/cmsr>)

The Center for Marine Science at the University of North Carolina Wilmington is dedicated to interdisciplinary approaches to answering questions in basic marine research. The mission of the center is to promote basic and applied research in the fields of oceanography, coastal and estuarine studies, marine biotechnology and aquaculture, marine biology, marine chemistry, and marine geology. Faculty members conducting marine science research in the departments of Biology and Marine Biology, Chemistry and Biochemistry, Geography and Geology, Physics and Physical Oceanography, and Environmental Studies participate in this program, and Center faculty serve on regional, national and international research and policy advisory groups and thereby contribute to the development of agendas on marine research in the United States and the world. International interactions with labs in Europe, North America, South America, Australia, New Zealand, Asia, Africa, Bermuda, the Bahamas and Caribbean, and all regions of the coastal United States augment extensive programs addressing North Carolina coastal issues. By integrating these advisory functions with research programs of the highest quality, CMS enhances the educational experience provided by the University of North Carolina Wilmington for both undergraduate and graduate students in marine science.

The Center for Marine Science occupies a research and education facility located six miles from the main campus on the Atlantic Intracoastal Waterway. The modern Marine Science Center at Myrtle Grove has a total of 99,000 square feet of net indoor space including: group meeting facilities for up to 150 individuals; fully equipped research laboratories, classrooms, and marine science laboratories; a greenhouse with running seawater; a radioisotope laboratory; computer workrooms, cold rooms, walk-in freezers; temperature controlled rooms; autoclave and media preparation room; darkroom; chemical storage and balance rooms; fireproof vault for data storage; clean room; central analytic facility; sample processing rooms; aquarium room with running seawater; indoor storage; outdoor storage; shower/locker facilities; and outdoor facility for tanks with running sea water. Core facilities include: harmful algal identification and toxicology; nutrient analysis; DNA sequencing; and NMR and GC Mass spectroscopy. A 900 foot pier with docking facilities for several coastal research vessels is in place on the Atlantic Intracoastal Waterway. The seawater system provides raw, filtered, and purified seawater at flow rates up to 600 liters/min; tank farm services; and aquarium room services. The location of the center provides easy access to regional marine environments such as: tidal marshes/mud flats/sand flats; tidal creeks; barrier islands and tidal inlets; the Atlantic Intracoastal Waterway; near shore marine environments; the Gulf Stream; hard bottom communities; and dunes and maritime forests; and both highly developed and minimally developed estuarine environments. The center maintains 22 research vessels ranging in size from thirteen to sixty-five feet and specialized equipment including a Superphantom Remotely Operated Vehicle (ROV), an ocean environmental sampler (SBE-CTD), and an ADCP current profiler.

The Center for Marine Science serves as host for: the NOAA sponsored National Undersea Research Center; an Extension Office for North Carolina Sea Grant; the Marine Mammal Stranding Network; the North Carolina National Estuarine Research Reserve; and UNCW's MarineQuest Program an extensive community outreach program for public schools and adult education.

### **CENTER FOR TEACHING EXCELLENCE**

The Center for Teaching Excellence at the University of North Carolina Wilmington is dedicated to assisting the University in fulfilling its commitment to strengthening undergraduate and graduate instruction. The center recognizes that excellence in teaching is achieved through teaching scholarship, which involves continuous scrutiny of course content and methods of instruction, knowledge of modern educational techniques and practices, and analysis of the effects of different teaching methods



on student learning. Developing new courses and improving existing ones are fundamental to maintaining the integrity and vitality of the University's educational programs.

The mission of the Center for Teaching Excellence is to foster a campus-wide climate where teaching is highly valued, as well as provide leadership in the application of scholarship to teaching. The center assumes that the primary responsibility for developing and improving educational programs resides with the faculty who, as teacher/scholars, possess both the knowledge of the disciplines and the skills to evaluate and implement effective instructional practices. The center encourages efforts to achieve excellence in teaching by running programs for course development and improvement, implementing new instructional technologies, and providing support services.

In order to further enhance the resources of the Center for Teaching Excellence and to increase opportunities for professional development in teaching for UNCW faculty, CTE participates in a variety of resource-sharing consortia, both formal and informal within the University of North Carolina system. In addition, CTE participates in statewide and national associations that support the mission of improving higher education through professional development in teaching.

Examples of the center's services are:

1. assistance with course design and learning assessment,
2. specialized workshops and seminars on teaching and learning for faculty at all levels of expertise,
3. discipline-based teaching circles,
4. assistance in development of instructional technology methods,
5. summer salary support for pedagogy development,
6. participation in UNC system-wide teaching development incentives,
7. publication of a world wide web page at [www.uncw.edu/cte/](http://www.uncw.edu/cte/).

The mission of the center is specifically supportive, and participation by the faculty is entirely voluntary. The interaction between center personnel and the faculty is confidential and separate from any formal assessment process of the University.

### **THE UNCW ALUMNI ASSOCIATION AND THE OFFICE OF ALUMNI RELATIONS**

The UNCW Alumni Association strives to be the lead supporter in the University's strategic vision. It is our purpose to connect and involve alumni, students, and friends in the promotion and advancement of the University. The UNCW Alumni Association promotes, encourages and supports unity and involvement among out 48,000 alumni, students, the University and friends.

The Alumni Relations Office is located in the Wise Alumni House at 1713 Market Street.

The Alumni Association sponsors two graduate student awards, applications are available at [www.uncw.edu/alumni](http://www.uncw.edu/alumni).

## STUDENT LIFE

### OFFICE OF THE DEAN OF STUDENTS

The Office of the Dean of Students is committed to advocacy and education centered on student growth and self-responsibility by serving as a central resource for UNCW students, faculty and staff. Through collaboration with the University and the Wilmington community, we provide assistance to members of the UNCW community by: educating students about their rights and responsibilities as members of our community; assisting students, faculty and staff with interpretation of campus policies, including the [Code of Student Life](#) and the *Student Academic Honor Code*; training and educating faculty, staff and students on community standards and conflict resolution; establishing grievance and conflict resolution procedures; referring students to myriad resources to increase the likelihood of their success; assisting in the coordination of 24 hour emergency and crisis response; and providing resources and education for special populations including fraternity & sorority life members; off campus and non-traditional students; graduate students; and military and veteran students. Our mission is to foster a respectful and dynamic community that affirms the value and contributions of each individual, and which harbors and elevates democracy, civility, and diversity as paramount values.

The following services and programs are coordinated and managed through the Office of the Dean of Students: [Fraternity & Sorority Life](#); [Seahawk Perch](#) (off-campus, non-traditional and military-affiliated student services and graduate student life programming); [Alternative Dispute Resolution](#) (peer mediation); [Cornerstone Community Standards](#); [Student Conduct](#); [Student Academic Honor Code](#) and [Case Management](#) (student behavioral intervention/resource referral). Student rights and responsibilities are communicated through the [Code of Student Life](#), and we adjudicate academic and behavioral violations through the campus conduct system. Our staff is vested in the success of each and every student, and we invite you to access us as partners in assisting you in your roles as students, faculty and staff at UNCW. If you have any questions or need assistance, please contact the Office of the Dean of Students at (910) 962-3119, by e-mail at [deanofstudents@uncw.edu](mailto:deanofstudents@uncw.edu). Our website is [www.uncw.edu/odos](http://www.uncw.edu/odos).

### ART EXHIBITIONS

Monthly exhibitions of painting, sculpture and the graphic arts are held in a variety of spaces on campus including: Randall Library, Cultural Arts Building, Warwick Center, and the Ann Flack Boseman Gallery. Student art is often featured. Campus Life also features its permanent art collection of student artwork on display year round in the Fisher Student Center and Fisher University Union. All exhibitions are open to the public without charge.

### ASSOCIATION FOR CAMPUS ENTERTAINMENT

The Association for Campus Entertainment (ACE), coordinates many of the events that take place on campus including the Friday and Saturday night film series, open mic nights, concerts and comedy shows, and a series of homecoming events. This student run organization is made up of the following committees: Comedy, Concerts, Promotions, Spirit, Lecture, and Films. Over 150 students participate in the coordination of ACE events and learn skills such as contract negotiation, marketing, delegation, time management, and program planning. If you are interested in more information about events or joining a committee, stop by the ACE office in the Campus Activities Involvement Center in the Fisher Student Center – Room 2029.

### CAMPUS ACTIVITIES AND INVOLVEMENT CENTER

The Campus Activities Involvement Center is your gateway to entertainment and involvement on campus. As part of the Division of Student Affairs, we are “creating experiences for life” by providing opportunities for students to participate actively, grow personally and explore new ideas and interests through a variety of entertainment and involvement experiences. Our staff, and the students with whom we work, are committed to creating a vibrant campus community filled with diverse activities for all students. Activities produced by the center include UNCWelcome, UNCWelcome Back, UNCWeekends, and the Involvement Carnival. Check out the web calendar to find out ways of getting involved in the UNCW Community. The calendar can be accessed at [www.uncw.edu/activities](http://www.uncw.edu/activities).

### CAMPUS LIFE FACILITIES

Student life is enriched at UNCW by a broad spectrum of activities, many of which occur in or around the Campus Life facilities which include the Fisher Student Center, Fisher University Union, Burney Center and Warwick Center. The Fisher Student Center houses student organization offices in the Campus Activities & Involvement Center, meeting rooms, lounges, study areas, art exhibit space, a two-story University Bookstore, the Seahawk Perch, a 360-seat movie theater, Sharky's Game Room, and The Varsity Café, featuring Einstein's Bros. Bagels and views of the Campus Commons.

The Fisher University Union re-opened in spring 2008 following a major renovation. The changes include an expansion of the Hawk's Nest to include more food concepts and dining space. You will find your favorite Chick-Fil-A alongside a new Quiznos Sub and the Varsity Grill among others. The services in this facility also include the post office, Dittos, Main Street Market (a convenience store), ECOteal and Binaries (technology service). Many student service offices, including the Career Center, Transition Programs, the Upperman African American Cultural Center, UNCW Presents, the Office of Dean of Students, Centro Hispano, the Campus Life Administrative and Student Media are all located in this facility. In addition, the Ann Flack Boseman Gallery is located on the second floor of the Fisher University Union with art on exhibit throughout the year.

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The Burney Center also re-opened in spring 2008. It now houses the largest multipurpose space on campus. The Campus Life Reservation and Event Services office will be happy to talk to you about this and other reservable spaces in any of these facilities.

The Warwick Center houses a large multi-purpose room which can be divided into as many as three smaller spaces. Several student service offices are also housed in the Warwick Center which include Student Accounts, the Cashier's Office, Financial Aid & Veterans Services, Auxiliary Services (meal plans, parking and the UNCW OneCard) and the Reservation and Event Services office for Campus Life. Dub's Café, UNCW's newest dining option, opened in fall 2009. ATMs are located on the side of the Warwick Center for the convenience of the UNCW community and its guests.

Campus Life Facilities and Campus Commons are student-oriented facilities in the center of campus that are welcoming, adaptable, well-maintained, safe and accessible. These facilities are intentionally designed to be inviting and to encourage interaction within the community.

### **CAMPUS RECREATION**

The Department of Campus Recreation organizes and administers a variety of structured or self-directed recreational services that enhance the overall wellness of the university community. Our primary goal is to provide quality recreational experiences directed toward positive change in the physical, cognitive and social domains of the university community, thus enhancing the overall educational experience. This goal is accomplished by offering a wide variety of recreational activities, conducting educational workshops and providing professional training for employees. The Department of Campus Recreation provides a multifaceted program which includes: group exercise/fitness programs, intramural sports, Discover Outdoor programs, sport clubs and special events. Campus Recreation at UNCW takes a "something for everyone" approach to programming.

### **CARE: UNCW COLLABORATION FOR ASSAULT RESPONSE & EDUCATION**

CARE: Collaboration for Assault Response & Education is the UNCW department dedicated to relationship education and violence prevention. CARE educates about relationship issues, including abuse and violence, as well as focusing on sexual assault, stalking and harassment. Our office is located on the second floor of Westside Hall. We offer confidential consultations to students who have been victims, as well as those students, faculty, staff or others concerned about students affected by abuse or violence. CARE also partners with other campus offices and with off-campus agencies in order to offer educational outreach and to provide crisis response to the UNCW community.

For more information, call 962-CARE, stop by our office in Westside Hall, or visit our website: [www.uncw.edu/care](http://www.uncw.edu/care). The CARE responder may be contacted 24/7 by calling (910) 512-4821.

### **CAREER CENTER**

The central purpose of the Career Center is to prepare students for academic and career success. The center assists with self-assessment, values clarification and occupational data to help students make informed career choices. The Career Center also provides opportunities for internships, and discovering the relationship of skills acquired to the broader work world. The Career Center helps graduating students translate their academic achievements, co-curricular activities and work experiences into successful job campaigns or additional graduate school applications. For more information visit the Career Center on the internet at: [www.uncw.edu/career](http://www.uncw.edu/career).

### **CENTER FOR LEADERSHIP EDUCATION AND SERVICE**

The Center for Leadership Education and Service provides a venue for student-centered leadership and service projects in local, regional and global communities. By providing students with intentional service leadership experiences in an environment dedicated to innovation and quality, our students learn to lead with conviction, integrity and discernment. The center cultivates a dynamic and experiential learning environment that provides students opportunities for leadership development and civic engagement.

### **COUNSELING CENTER**

The staff of the Counseling Center believes that a student's successful progress towards their degree is impacted by a number of personal, social, and academic factors. To assist this progress, we offer a variety of services including individual personal counseling, group counseling, and personal development workshops. In addition, consultation services and outreach programs are offered for student organizations, as well as other campus departments and offices. Our primary goal is to assist students in completing their degree while developing a greater understanding of themselves in relation to others and their environment.

Common concerns include loneliness, depression, anxiety, sexuality, homesickness, relationships, family issues and grief. In addition, assistance is available for students with concerns related to sexual assault, substance abuse, and eating/body image. The Counseling Center is staffed by counselors and psychologists, all of whom have specific interests and skills in working within a university setting.

Services are confidential, free, and accessible. Regular walk-in hours are available and after-hours crisis consultations are available via the University Police dispatch service. When other counseling resources would better serve the needs of a student,

referrals to off-campus professionals and agencies are provided. Students are encouraged to make use of our varied services to assist them in managing their “hassles” as well as their more complex concerns. The Counseling Center is a partner with others in campus community to promote student success through quality programs and services. For additional information about the services and programs offered by the Counseling Center, please call (910) 962-3746, come by our offices in Westside Hall, or visit our website: [www.uncw.edu/counseling](http://www.uncw.edu/counseling).

### **CROSSROADS: UNCW Substance Abuse Prevention and Education Program**

CROSSROADS, UNCW's Substance Abuse Prevention and Education Program, located on the second floor of Westside Hall and in the Student Recreation Center room 104, has extensive and up-to-date resource materials available about alcohol, tobacco and other drugs and their effects, as well as information about how to help yourself, a friend, or someone else who may have a problem with substance abuse. Materials are free of charge and some are available on loan. CROSSROADS provides educational sessions, conducted by program staff and peer educators, to faculty and staff, students, clubs, organizations, and residence life groups. Topics include information about health risks, decision-making, high risk-alcohol and other drug use, smoking cessation, and responsible party planning. Whether you have questions about drugs for personal reasons, academic assignments or a group project, your interest will be handled in a confidential and nonjudgmental manner.

For more information contact CROSSROADS at 962-4136, e-mail us at [crossroads@uncw.edu](mailto:crossroads@uncw.edu) or stop by the office in Westside Hall or in the Student Recreation Center room 104.

### **DISABILITY SERVICES**

The University of North Carolina Wilmington is open and accessible to students with disabilities. We are committed to providing assistance to enable qualified students to accomplish their educational goals, as well as assuring equal opportunity to derive all of the benefits of campus life. Disability Services has devoted much energy to meeting the requirements of Section 504, Federal Rehabilitation Act, and the Americans with Disabilities Act. In addition, this office serves as a full-time advocate for students with disabilities, as well as a resource for faculty, staff and administration. Students needing accommodations should contact the director of disability services and provide appropriate documentation of the disability. For more information please call (910) 962-7555.

### **DISCOVER OUTDOOR CENTER**

Discover Outdoor Center uses outdoor adventure recreation to provide the UNCW community with opportunities for healthy and exciting leisure pursuits, leadership development, and team building. Operating as a component of the Department of Campus Recreation, the center offers low-cost opportunities to experience and learn about many enjoyable lifelong outdoor activities through adventure trips, the UNCW Challenge Course, outdoor equipment rentals, outdoor leadership training, the Student Recreation Center Climbing Wall, outdoor skills workshops and kayak clinics.

### **DINING SERVICES**

The UNCW Dining Services is committed to providing varied culinary offerings to suit a variety of tastes served in clean and comfortable facilities. The program is available to all students, faculty, and staff seven days a week when classes are in session. Wagoner Dining Hall, is a 600-seat facility that serves all you care to eat meals. The newest venue Dub's Café offers unique entrees with indoor and outdoor patio seating. Cash operations include: The Hawk's Nest, Main Street Express, Java City (Randall Library), Fair Trade Café (Cameron School of Business), Courtside Café (Trask), Dunkin Donuts, POD Market, The Marketplace, C3 (Apartment M), and The Landing.

Information about commuter student meal plans is available at the UNCW One Card Office in the Warwick Center (910) 962-3560 or [www.uncw.edu/dining](http://www.uncw.edu/dining).

### **GRADUATE STUDENT ASSOCIATION**

The Graduate Student Association (GSA) serves as the student government association representing all graduate student organizations at the University of North Carolina Wilmington. The purpose of the organization is to encourage, recognize, and assist all graduate students academically and socially, as well as to promote the interests and welfare of graduate students within the University.

### **HOUSING AND RESIDENCE LIFE**

The Office of Housing and Residence Life is responsible for the development of educational, cultural and social programs to enhance student life on campus. The goal of the Housing and Residence Life program is to create an environment conducive to the academic pursuits and personal growth of resident students. More than 96 Residence Life staff are responsible for the supervision of resident students in the residence halls, on-campus apartments, and suite-style buildings.

The University has residence hall facilities for approximately 4,143 students in eight modern, conveniently located residence halls, 26 apartment buildings, and eleven suite-style buildings. All rooms are air-conditioned and furnished. Ethernet computer networking, which allows student computers to access university software, has been installed in all residential facilities. Laundry facilities are located in each residence area. The Residence Life program offers opportunities for student employment and

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leadership positions through hall governance. Students living on campus are required to participate in the university dining hall program.

Of particular interest to graduate students are Housing and Residence Life's Seahawk Village Apartments and Seahawk Landing Apartments. Residents of these two apartment complexes are not required to have a university meal plan. Each of the apartments in Seahawk Village and Seahawk Landing contain a large, modern living and dining area, modern kitchen with a full appliance package and cabinets and counter space, a washer and dryer, private bedrooms that measure 10 feet by 12 feet minimally and have full sized beds, and bathrooms at an approximate ratio of one bathroom per two bedrooms. Each of the apartments are furnished and involve twelve month leases. Both facilities have outdoor swimming pools. More information about on-campus housing can be found starting at page 39.

### IMMUNIZATION & MEDICAL HISTORY FORMS

North Carolina General Statute 130A, 152-157, establishes specific immunization requirements for all students enrolled in North Carolina colleges or universities. It is the responsibility of the Student Health Center to monitor the immunization record of each student to ensure compliance with state law and university requirements.

All UNCW students are required to submit a completed "Immunization & Medical History Form." The form can be downloaded at [http://www.uncw.edu/stuaff/healthservices/shc\\_records.htm](http://www.uncw.edu/stuaff/healthservices/shc_records.htm).

There are three parts to the form:

- **Immunization Record:** Students can have their doctor's office complete and sign the form, or attach a copy of an official immunization record.
- **Physical Examination:** All students who will be taking Physical Education will need to have had a physical within the past year.
- **Report of Medical History:** All Students must complete these two pages. Students under 18 will need to have a parent or guardian sign the form.

Immunizations that are REQUIRED pursuant to NC state law:

College/University Vaccine Requirements and Number of Doses					
Diphtheria, Tetanus and/or Pertussis <sup>1</sup>	Polio	Measles <sup>2</sup>	Mumps <sup>3</sup>	Rubella <sup>4</sup>	Hepatitis B <sup>5</sup>
3	3	2	2	1	3

**Footnote<sup>1</sup>** - DTP (Diphtheria, Tetanus, Pertussis), DTaP (Diphtheria, Tetanus, acellular Pertussis), Td (Tetanus, Diphtheria), Tdap (Tetanus, Diphtheria, Pertussis): 3 doses of tetanus/diphtheria toxoid of which one must have been within the past 10 years.

Those individuals enrolling in college or university for the first time on or after July 1, 2008 must have had three doses of tetanus/diphtheria toxoid and a booster dose of tetanus/diphtheria/pertussis vaccine if a tetanus/diphtheria toxoid or tetanus/diphtheria/pertussis vaccine has not been administered within the past 10 years.

**Footnote<sup>2</sup>** - An individual attending school who has attained his or her 18th birthday is not required to receive polio vaccine.

**Footnote<sup>3</sup>** - Measles vaccines are not required if any of the following occur: diagnoses of disease prior to January 1, 1994; an individual who has been documented by serological testing to have a protective antibody titer against measles; or an individual born prior to 1957. An individual who enrolled in college or university for the first time before July 1, 1994 is not required to have a second dose of measles vaccine.

**Footnote<sup>4</sup>** - Mumps vaccine is not required if any of the following occur: an individual who has been documented by serological testing to have a protective antibody titer against mumps; an individual born prior to 1957; or enrolled in college or university for the first time before July 1, 1994. An individual entering college or university prior to July 1, 2008 is not required to receive a second dose of mumps vaccine.

**Footnote<sup>5</sup>** - Rubella vaccine is not required if any of the following occur: 50 years of age or older; enrolled in college or university before February 1, 1989 and after their 30th birthday; an individual who has been documented by serological testing to have a protective antibody titer against rubella.

**Footnote<sup>6</sup>** - Hepatitis B vaccine is not required if any of the following occur: born before July 1, 1994.

**International Students and/or non-US Citizens:** Vaccines are required as noted above. Additionally, these students are required to have a Tb skin test (PPD or TST) that has been administered and read at an appropriate medical facility within 12 months prior to the first day of class. (Chest x-ray required if test is positive).



**Meningitis Vaccinations:** All students must inform the Student Health Center whether or not they have received the meningococcal vaccine, and if so, the month, date and year of the vaccination.

**Note:** Laboratory proof of immunity to German Measles (Rubella), Red Measles (Rubeola) or Mumps is acceptable.

**Failure to comply with North Carolina immunization requirements will result in administrative withdrawal from the University.**

## UNIVERSITY TESTING SERVICES

University Testing Services provides computer-based and paper-based testing and test proctoring services for the UNCW and surrounding communities. Providing quality and professional facilities and services within a confidential environment, the staff strives to ensure a testing experience that is fair, efficient, and accessible. Admissions and certification examinations as well as distance learning proctoring services are available through University Testing. Please remember that not all testing programs are administered in the Westside Hall offices; check your testing admissions information for specific reporting locations.

Each national program has testing dates, eligibility, registration and payment requirements that are determined by the testing companies and can be found in registration materials or on their respective websites. Accommodated testing is available; however, candidates must submit requested documentation to the testing companies for review. University Testing does not determine available accommodations.

Generally, testing in the Testing Center is by appointment, requires payment in advance, and valid photo identification is required. Testing programs coordinated by or administered in the Testing Center include: CLEP, GRE, HESI, LSAT, MAT, PCAT, the PRAXIS I & II series, and iBT TOEFL. For additional information or to make an appointment, please call 910-962-7444, come by our office in Westside Hall, Room 1021, or visit our website at [www.uncw.edu/testingservices](http://www.uncw.edu/testingservices).

## STUDENT GOVERNMENT ASSOCIATION

The Student Government Association is a democratic organization, permitting expression of student opinion, working for the best interest of the University and upholding a high standard of morals and conduct. Student activity fee money supports the Student Government Association in its objectives and activities. Class officers, school representatives and at-large representatives are elected by the student body.

Services such as SafeRide, Legal Services, campus entertainment, and student organization funding are primary components of the comprehensive SGA program. The Student Government Association is a member of the North Carolina Association of Student Governments.

## ABRONS STUDENT HEALTH CENTER (SHC)

The mission of the UNCW Abrons Student Health Center (SHC) is to provide student-centered, affordable, quality health and preventive services to the students of our University. Services include confidential diagnosis and treatment of general and acute medical problems, allergy injections, immunizations, laboratory services, women's health care, contraception services, men's health assessment and preventive services. The health fee is included in student fees and entitles students taking six or more credit hours to unlimited visits. There are additional charges for services such as lab tests, immunizations, administration of allergy shots, and annual exams and physicals. Students taking less than six hours will be entitled to health services upon payment of the health fee. The Abrons Student Health Center does not issue excuses for class absences due to illness.

## Pharmacy

The UNCW Pharmacy is located in Westside Hall within the Student Health Center suite. Students can fill prescriptions written by UNCW providers as well as off-campus providers, and may purchase over 100 over-the-counter medications and products. Crutches are also available for purchase.

## Health Promotion

Health Promotion is located in the Hundley Health Education Center in the Student Recreation Center, and is UNCW's central resource for health education and educational programs and services. These are designed to help students shape a healthy lifestyle by enhancing and balancing an individual's commitment to their personal health and well-being. A resource library is stocked with brochures and handouts on various health topics, as well as interactive health software, books, DVD's and videos, available on loan. All interests are handled confidentially, whether for personal interest, for a friend, or for a class assignment.

Staffed by a health educator, a registered dietitian and a group of peer educators, the office offers programs on nutrition, sexual health, cold/flu prevention, stress management and other health topics. The registered dietitian also provides individual counseling and programs for weight management, disease prevention/management, sports nutrition, eating disorders, and other nutrition concerns. All nutrition related services are provided with supervision and/or consultation from a registered dietitian. For more information about health promotion, call (910) 962-4135.

### **Student Health Insurance**

Beginning in Fall 2010, all UNCW students will be required to have health insurance. Those unable to show proof of existing coverage will automatically be enrolled in the university sponsored insurance plan. Details are available on the Abrons Student Health Center website.

### **STUDENT MEDIA**

Founded in 1948, *The Seahawk*, UNCW's campus newspaper, publishes a bi-weekly print edition and an ongoing online edition ([www.theseahawk.org](http://www.theseahawk.org)) throughout the academic year. The paper is supported primarily by advertising sales, and its staff is composed entirely of students interested in journalism, multimedia, photojournalism, and computer-assisted design. Three times a year, the student magazine *Atlantis* publishes literature and art created by student writers and artists from throughout the UNC system. Founded in 1971, *Atlantis* is funded by student fees and sponsors public readings, art exhibits and related contests. Teal TV, founded in 1999, produces original news and entertainment programming in digital video, airing on UNCW-TV (TimeWarner Cable channel 5) and channel 77 on campus and archived online ([www.TealTV.org](http://www.TealTV.org)). UNCW Student Media Sales & Marketing, created in 2008, provides advertising services and marketing for all student media and welcomes students interested in ad sales and consulting, marketing strategy and design. Our student media outlets are advised and governed by the Student Media Board, a chancellor's advisory board consisting of students, faculty and staff. The board elects the executive officers of each student medium and allocates funding. Applications for the board's two student-at-large positions, appointed annually, are accepted in the spring semester. On the Web: [www.uncw.edu/studentmedia](http://www.uncw.edu/studentmedia).

### **STUDENT ORGANIZATIONS**

There are over 200 student organizations registered with the Campus Activities & Involvement Center. These organizations include: political, professional, academic, ethnic and religious organizations, fraternities and sororities organizations, sport clubs, service clubs, honoraries, governing, graduate, special interest groups, and student media. All of these organizations help to develop the UNCW community through the activities and affiliations that they create. Many of the clubs are showcased during the fall Involvement Carnival held in late August. You can find out information about these organizations in the Campus Activities & Involvement Center in the Fisher Student Center – Room 2029 or on the website developed for this purpose: [www.uncw.edu/activities](http://www.uncw.edu/activities).

### **UNCW PRESENTS**

UNCW Presents coordinates a wide range of campus and cultural programs for students and the university community. Our programming areas include: Association for Campus Entertainment (ACE); Ann Flack Boseman Gallery; Arts in Action Performance Series; Leadership Lectures Series; Lumina Theater; and Sharky's Game Room. Enjoy live entertainment, performing arts, lectures, art exhibits, film screenings, game tournaments, and more, all free or at very reduced rates for students. For event information or to get involved with programming, visit our website at [www.uncw.edu/presents](http://www.uncw.edu/presents) or stop by our office in the Fisher University Union, Room 2041.

### **UNIVERSITY INFORMATION CENTER**

The Information Center, conveniently located on the first floor of the Fisher Student Center, across from the Seahawk Perch, provides a variety of information about campus, student and community activities, as well as campus telephone numbers. The center also provides free laptop computer check out and umbrella checkout. The Information Center also serves as the campus Lost and Found. All ticket sales, including off-campus movie tickets, Safe Ride vouchers, athletic and event tickets are now handled at the new Sharky's Box Office (Room 1002A) adjacent to Sharky's Game Room in the Fisher Student Center. Contact the Information Center at 910-962-3841.

### **UNIVERSITY LEARNING CENTER**

The University Learning Center's mission is to help all UNCW students become successful, independent learners. We do this by utilizing peer tutoring support, which provides the unique opportunity for students to learn from their more experienced and successful peers in a collaborative learning environment. All of our peer tutors are faculty-recommended, meet minimum GPA requirements, and engage in a nationally certified tutor training program. Each of our academic support services is free to all UNCW students:

- Learning Services
- Math Lab
- Supplemental Instruction
- Writing Center

Call 962-7857 or e-mail [ulc@uncw.edu](mailto:ulc@uncw.edu) with questions. Visit our website today to schedule your appointment: [www.uncw.edu/uls](http://www.uncw.edu/uls). Also see our website for more detailed information. Learn more about each of these programs below:



## Learning Services

Learning Services provides all UNCW students assistance in developing the skills and knowledge necessary to succeed through tutorial assistance and study skills consultations. Tutoring is offered in all Basic Studies courses. To request tutoring for a specific course with no current availabilities online, students must come to our office and complete a request form. Assistance in general study skills is also provided through a one-one-one consultation with a trained Study Skills consultant. Study skills diagnostic tools are available for students and consultants.

Students who work with a Learning Tutor or Study Skills consultant will:

- Meet for up to two hours each week.
- Increase comprehension in course content.
- Hone study and test-taking skills.
- Discuss academic goals and develop strategies to achieve them.

## Math Lab

The Math Lab provides assistance for all UNCW students as they develop and improve their math skills. We offer drop-in tutoring in an open Learning Lab and we support students in all math and statistics courses, or any course with a math or statistics component. Not only do our math tutors help students master concepts, but they also understand the anxiety that can accompany learning math. They are sensitive to students' differing levels of math comprehension and are eager to help students develop their math skills.

Students who visit the Math Lab can:

- Improve their understanding of math principals and concepts.
- Work with math tutors individually or in small groups.
- Simply ask a math tutor a question or engage in a more detailed consultation.
- Work on computers equipped with software commonly used in math courses.

*For questions about Math Placement, please visit the Math Department.*

## Supplemental Instruction

Supplemental Instruction (SI) provides a series of peer lead and course-specific group study sessions several times a week to help students in traditionally difficult courses, including chemistry, biology and physics. SI Leaders are trained to work with students on both course content and study skills application – what to learn and how to learn it. All leaders have successfully completed the course they support and “retake” it with the students they tutor, as well as regularly meeting with the professor. Students enrolled in supported courses will be introduced to the SI Leader at the beginning of the semester and receive a schedule of sessions within the first two weeks of the class (soon after drop/add). The complete schedule is also listed on our website. No advanced registration is necessary.

Students who attend one, some or all sessions:

- Discover appropriate applications of study strategies, e.g., note taking, graphic organization, questioning techniques, vocabulary acquisition, problem solving and test preparation, as they review content material.
- Have the opportunity to become actively involved in the course material for refining learning skills.
- Earn higher course grades and withdraw less often than non-SI participants.
- Interact with other students in a social / learning environment.

## Writing Center

The Writing Center provides assistance for all UNCW students as they develop and improve their writing skills. We offer one-on-one or small group writing consultations for any academic writing purpose. Writing consultations are non-judgmental and non-evaluative; instead, writing tutors help students identify areas to improve. Students will build writing skills as the tutor guides them through the revision process. Short papers or sections of papers (ten pages or less) can now be submitted online for response (see our website for details).

Students who attend a writing consultation will:

- Be helped with course papers, cover letters, and application essays.
- Work on any stage of the writing process: brainstorming ideas, developing a rough draft, or refining a polished draft.
- Learn about editing, citation, and documentation (MLA, APA, etc).
- Talk through their ideas and develop a revision plan.

## UNIVERSITY POST OFFICE

Seahawk Mail operates a U.S. Post Office contract station located in the Fisher University Union. A variety of mailing services are provided, including postage, money orders, mailing envelopes, FedEx and Express Mail service. In addition to postal services, a FAX service is available for sending and receiving FAX transmissions. All services are available Monday through Friday from 8:30 a.m. to 4:30 p.m. at the post office window. Information is available at (910) 962-3750 or online [www.uncw.edu/mail](http://www.uncw.edu/mail).

### **Student Mail**

Every student enrolled at UNCW is issued a post office box for their personal and university correspondence. All university correspondence, with the exception of tuition bills and grades, is mailed to this box. Students are asked to check their boxes regularly as mail is distributed Monday through Friday by 1:00. Post office box keys and combinations are available at the post office window at no charge. Students are required to have a UNCW I.D. to pick up box assignments. Students who need assistance opening mail boxes should contact the post office window staff. At the end of the spring and summer sessions a \$10 key replacement fee will be charged for lost or unreturned keys. Mail forwarding is available during summer months and at the end of your stay at UNCW when a mail forwarding request is completed.

### **UNCW One Card**

The UNCW One Card is your official form of identification on campus. It allows you the use of campus facilities, and provides you with Safe easy access to university services. The UNCW One Card Account is the debit account feature of your UNCW One Card. With your prepaid funds, you can make purchases at all dining service locations, bookstore, vending machines, student copiers, the copy center, health center and pharmacy, laundry machines and UNCW postal services. There is no minimum deposit or fee for the use of this account. Deposits can be made at the One Card office, online: [www.uncw.edu/onecard](http://www.uncw.edu/onecard), Randall Library and Fisher Student Union outside Main Street Express.

## EXPENSES

The Board of Governors of the University reserves the right to change the charges for tuition, fees and the room and board rate at any time without prior notice.

### TUITION AND FEES (In effect at time of publication)

All charges for tuition and regular fees are due and payable on or before the last day of registration. Checks and money orders should be made payable to the University of North Carolina Wilmington.

**Graduate students tuition and fees per semester (nine or more semester hours is considered full-time)**  
See chart below for tuition and fees for MBA and MSA students.

semester hours	In-state students	Out-of-state students*
1-2	<del>609.15</del> 643.10	<del>1,948.40</del> 2,009.10
3-5	<del>1,054.96</del> 1,122.86	<del>3,733.46</del> 3,854.86
6-8	<del>1,908.73</del> 2,010.58	<del>5,926.48</del> 6,108.58
9 or more	<del>2,768.20</del> 2,904.00	<del>8,125.20</del> 8,368.00

**MBA and MSA graduate students will be charged as shown below.**

semester hours	In-state students	Out-of-state students*
1-2	<del>672.02</del> 707.22	<del>2,010.77</del> 2,072.72
3-5	<del>1,180.71</del> 1,251.11	<del>3,858.21</del> 3,982.11
6-8	<del>2,097.35</del> 2,202.95	<del>6,113.60</del> 6,299.45
9 or more	<del>3,019.70</del> 3,160.50	<del>8,374.70</del> 8,622.50

The following student activities fees are included in the full-time tuition and the fee amount *per year*.

Mandatory Fee Allocation	Annual Amount
Student Services	\$20.00
Athletics	433.75
Health	181.00
SGA	53.00
Media	12.50
Student Union	129.00
Recreation & Intramurals	207.00
Postal	14.00
Athletic Facilities Operating	107.50
Cultural Events - Academic Affairs	30.15
Cultural Events - Student Affairs	10.00
Union Debt	77.00
Union Expansion Debt	235.00
Westside Expansion Debt	20.00
Recreation Debt	100.00
Recreation Expansion Debt	256.00
Transportation	73.00
Leadership	21.00
Assoc. of Student Government	1.00
ID/Debit Card	9.00
<b>Subtotal</b>	<b>1,989.90</b>

\*See information on residency at the end of this section.

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### Other fees:

Late registration charge or late payment of tuition/fees. ....	\$75.00
Application Fee (to accompany application, nonrefundable). ....	\$60.00
OneCard – Student ID . ....	\$20.00
Parking Fee (per year) . ....	\$360.00 Seahawk Crossing Residence (Parking Deck); \$300 Residence Students
Parking Fee, 6 credit hours or less (per year).....	165.00

No degree, diploma, transcript of credit, or grades will be furnished to a student until all financial obligations to the University, other than student loans, have been paid. All previously incurred expenses and accounts at the University must be paid in full prior to preregistration or registration for a new term.

### CHARGE FOR LATE REGISTRATION OR LATE PAYMENT OF TUITION AND FEES

A late charge will be assessed on students that fail to register or pay tuition and fees by the published deadline. Students who have not paid tuition and fees by the deadline will be cancelled and must re-register with a \$75 late charge. Appeals may be made to the Late Payment Charge Appeals Committee, c/o Student Accounts. Appeals must be submitted in writing no later than the last day of the semester in which the charge is incurred.

### ON-CAMPUS LIVING

The University currently has residence hall facilities for approximately 4,143 students in eight modern, conveniently located residence halls, 26 apartment buildings, and eleven suite style buildings.

All rooms are air conditioned and furnished, and laundry facilities are available. Residence hall, apartment (A-M) and suite (O-U) students are required to participate in the university dining hall program under one of the four meal plans. Seahawk Village, Seahawk Landing, and Seahawk Crossing residents will not be required to have a university meal plan. The University operates a modern, air conditioned cafeteria building. Short order food service is available in the Hawk's Nest located in the University Union, in the Center Stage Cafe located in the University Center, specializing in pizza and subs, a convenience store located in apartment building M and a convenience store in Building #4 in the Seahawk Landing Apartment Complex. Service is on a cash basis for non-boarding students. During the winter break, all residential facilities are closed with the exception of the Seahawk Village Apartments, the Seahawk Landing Apartments, the Seahawk Crossing Suites, A-M Apartments, the University Suites (O-U), and International House. During spring break, all residential facilities are closed with the exception of the Seahawk Village Apartments, the Seahawk Landing Apartments, the Seahawk Crossing Suites, A-M Apartments, International House, and the University Suites (O-U).

### MEAL PLAN OPTIONS

A meal plan is required for all students who plan to live in campus housing with the exception of Seahawk Village, Seahawk Landing apartment, and Seahawk Crossing Suite residents. There are separate optional meal plan offerings for students living off campus and on-campus in the Seahawk Village Apartments, the Seahawk Landing Apartments, and the Seahawk Crossing Suites. The UNSea Card is the student's UNCW identification card, which also serves as a meal card, and must be presented at every meal. Students' ID cards are not transferable. Meal plans and meal plan rates are set by the University's Board of Trustees and are subject to change. The most recent approved rates are available through the Auxiliary Services office at (910) 962-3560.

### 2009-2010 MEAL PLANS

<b>9 Plus \$275</b>	<b>9 Meals Per Week plus \$275 Food Dollar\$ (\$1,445 per semester)</b> This plan allows students the flexibility to use meal plan swipes and Food Dollar\$ for their convenience.
<b>12 Plus \$200</b>	<b>12 Meals Per Week plus \$200 Food Dollar\$ (\$1,470 per semester)</b> Perfect for those with unpredictable schedules and eating habits. This plan offers any 12 meals during the seven day week at Wagoner Dining Hall, or during "Dine till Nine" at the Seahawk Grill, and \$175 food dollars (for the semester) that can be used in all campus dining locations. Food Dollar\$ or Seahawk Buck\$ may be added to the OneCard at the student's discretion.
<b>Unlimited</b>	<b>Unlimited Meals plus \$120 Food Dollar\$ (\$1,575 per semester)</b> A great plan for those with big appetites that like to eat regular and nutritious meals. This plan offers unlimited meals a week at Wagoner Dining Hall or during "Dine till Nine" at the Hawk's Nest and \$120 Food Dollar\$ that can be used in all campus dining locations. When class schedule does not allow time to go to Wagoner Hall, meals may be purchased with food dollars.
<b>Seahawk 115 + \$400</b>	<b>115 Meals Per Semester plus \$400 Food Dollar\$ (\$1,430 per semester)</b> Plan is limited to residents in the suites and apartments.

<b>Seahawk 80 + \$450</b>	<b>80 Meals Per Semester plus \$450 Food Dollar\$ (\$1200 per semester)</b> Plan is limited to residents of Seahawk Crossing, Seahawk Landing & Seahawk Village.
<b>Seahawk 50 + \$300</b>	<b>50 Meals Per Semester plus \$300 Food Dollar\$ (\$775 per semester)</b> Plan is limited to residents of Seahawk Crossing, Seahawk Landing & Seahawk Village.
<b>Seahawk \$600</b>	<b>\$600 Food Dollar\$, introductory meal add offer 10 meals for \$70 (\$600 per semester)</b> Plan is limited to residents of Seahawk Crossing, Seahawk Landing & Seahawk Village.
<b>Seahawk \$300 Build Your Own</b>	<b>\$300 Food Dollar\$, introductory meal add offer 10 meals for \$70 (\$300 per semester)</b> Plan is limited to residents of Seahawk Landing & Seahawk Village.

**PLEASE NOTE THAT MEAL PLAN PRICES ARE SUBJECT TO CHANGE.**

### **ROOM AND BOARD RATES**

Room and board rates are set annually by the University's Board of Trustees during their December meeting. The most recent set of approved rates is available by contacting the Office of Housing and Residence Life.

Annual contracts are for the full academic year consisting of both the fall and spring semesters. Seahawk Village Apartments, Seahawk Landing Apartments, and two of the four suite buildings in Seahawk Crossing require that a 12-month lease be signed. Room rates include utilities, local telephone service, high speed Ethernet service, basic cable television service, security and housekeeping (with the exception of the A-M Apartments, Seahawk Village Apartments, Seahawk Landing Apartments, and Seahawk Crossing Suites).

The University reserves the right to change campus housing rates at anytime without prior notice. A non-refundable \$105 housing fee must be remitted with each completed contract. Timely submission of the housing contract and \$105 housing fee is highly recommended. Assignments will be made on a first come, first served basis. Once all beds are assigned, Housing and Residence Life will start a waiting list. The waiting list will remain in effect through the opening of the residential facilities on August 14, 2010.

### **2010-2011 SEMESTER ROOM AND BOARD RATES**

#### **Double Room (Belk, Galloway, Graham, Hewlett and Schwartz)**

with	9 plus \$270	\$3,535
with	12 plus \$200	\$3,570
with	Unlimited meal plan plus \$120	\$3,670

#### **Apartment A-M**

with	9 plus \$270	\$3,977
with	12 plus \$200	\$4,012
with	Unlimited meal plan plus \$120	\$4,112
with	Suite 115 plus \$400	\$3,967

#### **Double Room (Suites, International House, Honors House, and Cornerstone Hall)**

with	9 plus \$270	\$3,810
with	12 plus \$200	\$3,845
with	Unlimited meal plan plus \$120	\$3,945

#### **Single Suite**

with	9 plus \$270	\$3,977
with	12 plus \$200	\$4,012
with	Unlimited meal plan plus \$120	\$4,112
with	Suite 115 plus \$400	\$3,967

### **Seahawk Village Apartments and Seahawk Landing Apartments (12-month lease required)**

First year students (freshmen) are not eligible to reside in the Seahawk Village Apartments and Seahawk Landing Apartments. Meal plans are optional in Seahawk Village and Seahawk Landing.

<b>Two-Bedroom Apartment:</b>	Fall	\$2,552	Spring	\$2,552	Summer	\$1,701
<b>Three-Bedroom Apartment:</b>	Fall	\$2,480	Spring	\$2,480	Summer	\$1,653
<b>Four-Bedroom Apartment:</b>	Fall	\$2,376	Spring	\$2,376	Summer	\$1,584

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### **Seahawk Crossing Suites** (12-Month Lease Required in Buildings #2 & #4 and 10-Month Lease Required in Buildings #1 & #3)

First year students (freshmen) are not eligible to reside in the Seahawk Crossing Suites. Meal plans are optional in Seahawk Crossing.

**12-Month Four-Bedroom, Six-Bedroom, Eight-Bedroom Suite:** Fall \$2,725      Spring \$2,725      Summer \$1,090

**10-Month Four-Bedroom, Six-Bedroom, Eight-Bedroom Suite:** Fall \$2,725      Spring \$2,725

If you are interested in obtaining information regarding campus housing, please contact:

The Housing and Residence Life Office  
University of North Carolina Wilmington  
601 South College Road  
Wilmington, North Carolina 28403-5959  
Telephone 910-962-3241  
Fax: 910-962-7032  
E-mail: [housing@uncw.edu](mailto:housing@uncw.edu)

### **UNCW REFUND POLICY**

The University's refund policy complies with the requirements of the University's accrediting agency and the U.S. Department of Education.

Students must follow the official withdrawal process to receive a refund under the University's policy. To officially withdraw from the University, graduate students must complete an Official Withdrawal Form in the Graduate School. Any outstanding financial obligations to the University will be deducted from the amount refunded.

### **REFUNDS - TUITION AND FEES, ROOM AND BOARD**

This refund policy only applies to complete withdrawals from UNCW. Students who simply withdraw from an individual class after the drop/add period receive NO refund or reduction of fees whatsoever.

A student who officially withdraws from the University on or before the last day of registration (drop/add) period will receive a refund of the amount paid. Refunds are based on the date contained on the Official Withdrawal Form.

Students withdrawing after the drop/add period will receive refunds as follows:

<u>Date of Withdrawal</u>	<u>Refund Percentage</u>
After drop/add but prior to first 10% of the enrollment period	90%
Between the first 10% and the end of the first 25% of the enrollment period	50%
Between the first 25% and the end of the first 50% of the enrollment period	25%

No refunds will be made for withdrawals after the end of the first 50% of the enrollment period.

Declining balance portions of board plans will be refunded separately. The refund policy applies to complete withdrawals from UNCW. Students who simply reduce their course load after the drop/add period receive NO refund or reduction of fees whatsoever.

### **SUMMER SCHOOL**

Because of the short duration of summer school sessions, summer school charges are not refundable after the drop/add period. However, financial aid recipients will receive a refund in accordance with the schedule noted above.

### **RESIDENCE STATUS FOR TUITION PURPOSES**

The basis for determining the appropriate tuition charge rests upon whether a student is a resident or a nonresident for tuition purposes. Each student must make a statement as to the length of his or her residence in North Carolina, with assessment by the institution of that statement to be conditioned by the following:

**Residence.** To qualify as a resident for tuition purposes, a person must become a legal resident and remain a legal resident for at least twelve months immediately prior to classification. Thus, there is a distinction between legal residence and residence for tuition purposes. Furthermore, twelve-months legal residence means more than simple abode in North Carolina. In particular it means maintaining a domicile (permanent home of indefinite duration) as opposed to "maintaining a mere temporary residence or abode incident to enrollment in an institution of higher education." The burden of establishing facts which justify classification of a student as a resident entitled to in-state tuition rates is on the applicant for such classification, who must show his or her entitlement by the preponderance (the greater part) of the residency information.

**Initiative.** Being classified a resident for tuition purposes is contingent on the student's seeking such status and providing all information that the institution may require in making the determination.

**Parents' Domicile.** If an individual, irrespective of age, has living parent(s) or court-appointed guardian of the person, the domicile of such parent(s) or guardian is, prima facie, the domicile of the individual; but this prima facie evidence of the individual's domicile may or may not be sustained by other information. Further, nondomiciliary status of parents is not deemed

prima facie evidence of the applicant child's status if the applicant has lived (though not necessarily legally resided) in North Carolina for the five years preceding enrollment or re-registration.

**Effect of Marriage.** Marriage alone does not prevent a person from becoming or continuing to be a resident for tuition purposes, nor does marriage in any circumstances insure that a person will become or continue to be a resident for tuition purposes. Marriage and the legal residence of one's spouse are, however, relevant information in determining residency intent.

Furthermore, if both a husband and his wife are legal residents of North Carolina and if one of them has been a legal resident longer than the other, then the longer duration may be claimed by either spouse in meeting the twelve-month requirement for in-state tuition status.

**Military Personnel.** A North Carolinian who serves outside the state in the armed forces does not lose North Carolina domicile simply by reason of such service. Students from the military may prove retention or establishment of residence by reference, as in other cases, to residency acts accompanied by residency intent.

In addition, a separate North Carolina statute affords tuition rate benefits to certain military personnel and their dependents even though not qualifying for the in-state tuition rate by reason of twelve-month legal residence in North Carolina. Members of the armed services, while stationed in and concurrently living in North Carolina, may be charged the in-state tuition rate. A dependent relative of a service member stationed in North Carolina is eligible to be charged the in-state tuition rate while the dependent relative is living in North Carolina with the service member and if the dependent relative has met any requirement of the Selective Service System applicable to the dependent relative. These tuition benefits may be enjoyed only if the applicable requirements for admission have been met; these benefits alone do not provide the basis for receiving those derivative benefits under the provisions of the residence classification statute reviewed elsewhere in this summary.

**Grace Period.** If a person (1) has been a bona fide legal resident of the required duration, (2) has consequently been classified a resident for tuition purposes, and (3) has subsequently lost North Carolina legal residence while enrolled at a public institution of higher education, that person may continue to enjoy the in-state tuition rate for a grace period of twelve months measured from the date on which North Carolina legal residence was lost. If the twelve months ends during an academic term for which the person is enrolled at a state institution of higher education, the grace period extends, in addition, to the end of that term. The fact of marriage to one who continues domicile outside North Carolina does not by itself cause loss of legal residence, marking the beginning of the grace period.

**Minors.** Minors (persons under 18 years of age) usually have the domicile of their parents, but certain special cases are recognized by the residence classification statute in determining residence for tuition purposes.

(a) If a minor's parents live apart, the minor's domicile is deemed to be North Carolina for the time period(s) that either parent, as a North Carolina legal resident, may claim and does claim the minor as a tax dependent, even if other law or judicial act assigns the minor's domicile outside North Carolina. A minor thus deemed to be a legal resident will not, upon achieving majority before enrolling at an institution of higher education, lose North Carolina legal residence if that person (1) upon becoming an adult "acts, to the extent that the person's degree of actual emancipation permits, in a manner consistent with bona fide legal residence in North Carolina" and (2) "begins enrollment at an institution of higher education not later than the fall academic term following completion of education prerequisite to admission at such institution."

(b) If a minor has lived for five or more consecutive years with relatives (other than parents) who are domiciled in North Carolina and if the relatives have functioned during this time as if they were personal guardians, the minor will be deemed a resident for tuition purposes for an enrolled term commencing immediately after at least five years in which these circumstances have existed. If under this consideration a minor is deemed to be a resident for tuition purposes immediately prior to his or her eighteenth birthday, that person on achieving majority will be deemed a legal resident of North Carolina of at least twelve-months duration. This provision acts to confer in-state tuition status even in the face of other provisions of law to the contrary; however, a person deemed a resident of twelve-months duration pursuant to this provision continues to be a legal resident of the state only so long as he or she does not abandon North Carolina domicile.

**Lost but Regained Domicile.** If a student ceases enrollment at or graduates from an institution of higher education while classified a resident for tuition purposes and then both abandons and reacquires North Carolina domicile within a twelve-month period, that person, if he or she continues to maintain the reacquired domicile into re-enrollment at an institution of higher education, may re-enroll at the in-state tuition rate without having to meet the usual twelve-month durational requirement. However, any one person may receive the benefit of this provision only once.

**Change of Status.** A student admitted to initial enrollment in an institution (or permitted to re-enroll following an absence from the institutional program which involved a formal withdrawal from enrollment) must be classified by the admitting institution either as a resident or as a nonresident for tuition purposes prior to actual enrollment. A residence status classification once assigned (and finalized pursuant to any appeal properly taken) may be changed thereafter (with corresponding change in billing rates) only at intervals corresponding with the established primary divisions of the academic year.

**Transfer Students.** When a student transfers from one North Carolina public institution of higher education to another, he or she is treated as a new student by the institution to which he or she is transferring and must be assigned an initial residence status classification for tuition purposes.

**Appeal.** The initial classification of graduate students as in-state or out-of-state residents for tuition purposes is made by the **Graduate School**. Graduate students who establish in-state residency during or after their first semester at UNCW may apply for a residency status change through the Graduate School. If the Graduate School denies the application for in-state residency, an appeal for in-state status may be made to the campus appeals body, Out-of-State Tuition Appeals Committee. University regulations governing residential classification of students are set forth in detail in *A Manual to Assist the Public*

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*Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for "Tuition Purposes."* Each enrolled student is responsible for knowing the contents of this manual. Copies of the manual are available for inspection upon request in Randall Library and posted on the UNC General Administration's website, [http://intranet.northcarolina.edu/docs/legal/SRC/The\\_Manual\\_081408.pdf](http://intranet.northcarolina.edu/docs/legal/SRC/The_Manual_081408.pdf).



## FINANCIAL AID FOR GRADUATE STUDENTS

The primary mission of the Office of Scholarships & Financial Aid (OSFA) is to assist prospective and currently enrolled students and their families in securing the most suitable financial aid as the student pursues a degree or certificate at UNCW. Through our outreach efforts, we support the University's mission, including the commitment to public service and the encouragement of access to college. To this end, we administer federal, state and institutional student financial aid programs in excess of \$81M to assist UNCW students.

Eligibility for the majority of our programs is determined using the U.S. Department of Education's Federal Methodology. Most gift aid is need based. However, a significant amount of non-need based funding is also available, primarily in the form of loans.

UNCW offers assistance in the form of scholarships, grants, loans, Federal Work-Study jobs or a combination of these programs. For most graduate students, federal student loans are the primary source of financial assistance. Students are encouraged to file the Free Application for Federal Student Aid (FAFSA) as soon after January 1st as possible to receive priority consideration for aid. Aid funds are disbursed to the students' account at the beginning of each semester on the first day of class to those students whose financial files are completed. Aid will continue to be disbursed through the rest of the semester as student's financial aid files become complete. Refunds are processed regularly for students who have a credit balance. In order to receive a refund, the student needs to access the [Student Accounts website](#) to establish a student profile. This profile must be entered in order to receive excess funds from loans, overpayments, scholarships, and grant monies. The information provided in the profile is secure and confidential. The refunds are direct deposited into the specified checking or savings account. Contact Student Accounts with any questions.

To apply for financial aid, a student must complete a [Free Application for Federal Student Aid](#) (FAFSA). Some students must submit other documentation as requested by the OSFA. To receive federally-funded financial aid, students must be making satisfactory academic progress as determined by the OSFA; be a U.S. citizen or eligible non-citizen; and meet other criteria as specified by the U.S. Department of Education. Questions concerning financial aid at UNCW should be directed to the Office of Scholarships & Financial Aid. The office is located in the Warwick Center.

**Office:** (910) 962-3177 **FAX:** (910) 962-3851

[Office of Scholarships & Financial Aid Web site](#)

**Office of Scholarships & Financial Aid questions: e-mail:** [finaid@uncw.edu](mailto:finaid@uncw.edu)

**Veterans Services questions: e-mail:** [veterans@uncw.edu](mailto:veterans@uncw.edu)

**On-line** [student account information](#)

## GRADUATE ENROLLMENT STATUS FOR FINANCIAL AID PURPOSES

For financial aid purposes, the following definitions apply for determining graduate enrollment status during the academic year (fall and spring semesters):

Enrollment Status	Graduate Level Credit Hours*
Full time	9 or more
3/4 time	6.0-8.5
1/2 time	4.5-5.5
Less than 1/2 time	0-4.0

\*Number of credit hours in which the student is enrolled at the end of the drop/add period. Students enrolled in a master's program must be earning credit hours in a qualified program in order to be eligible for financial aid. Note: a student may also be considered full-time when enrolled for less than nine hours if one of several conditions are met. See full-time status under the Academic Regulations and Procedures section.

Graduate students must be enrolled at least half-time in graduate-level courses to qualify for most financial aid programs.

Total credit hours for all summer sessions are used to define enrollment status in summer semester for financial aid purposes.

In order to receive a refund in the first session of Summer School, graduate students must be registered for 4.5 hours during Summer I. If you register for 3 hours in each session, your refund will not be available until the first day of class of the second session. All students, including graduates, must be attending at least half-time prior to a refund being issued.

Classes may be held until Summer II aid is applied to your account. Students are responsible for book money and living expenses until Summer II classes start at the end of June.

Students who need summer school aid must complete a summer school application available at [www.uncw.edu/finaid](http://www.uncw.edu/finaid) after April 5, 2010. In order to have summer school aid processed in time to hold classes, the application must be received no later than one week prior to the start of the session you are attending.

**ASSISTANTSHIPS**

Graduate teaching assistantships are available on a limited basis in the Cameron School of Business; Watson School of Education; School of Nursing; and the College of Arts and Sciences in the departments of Biological Sciences, Chemistry, Creative Writing, Earth Sciences, English, History, Mathematics and Statistics, Political Science and Psychology. A limited number of graduate research assistantships are available through the Center for Marine Science. The admission application process determines the candidates for these awards. For information contact the specific department/school or the Graduate School.

**GENERAL FELLOWSHIPS AND AWARDS**

**The Dr. Ralph W. Brauer Fellowship** was created through the estate of Dr. Brauer, a long tenured professor at UNCW. It is intended to provide financial support to one or more graduate students to assist with tuition and fees, books, publications or research travel as determined by the dean of the graduate school. A committee appointed by the dean recommends recipients and the amount to be awarded. Contact the dean of the graduate school for more information.

**The Jacob Boseman-Jarrell Scholarship for Excellence** was established by Mark Griffis and Dave Robertson in honor of Senator Julia Boseman and UNCW softball coach Melissa Jarrell. The recipient of this merit scholarship may be an undergraduate or graduate student with a GPA of 3.00 or higher. Contact the Office of Admissions for more information.

**The Graduate School's Awards for New Scholars** A limited number of scholarships are available to students entering any of UNCW's graduate programs for the first time. Students do not apply for these scholarships. Instead, nominations originate with the departments, which submit their recommendations to the dean of the graduate school. Criteria include evidence of exceptional scholarship, normally strong GRE scores (or their equivalent) and an excellent undergraduate GPA.

**The Jane Logan Lackey Fellowship** was established by E.G. Lackey, president of the Lackey Foundation and is allocated to promote diversity within the Graduate School. An undergraduate GPA of at least 3.25 in the applicant's major is required.

**The James R. Leutze Merit Scholarships** were established by the UNCW Foundation in honor and recognition of Chancellor Emeritus Leutze's outstanding thirteen-year service to the University. The fund provides a scholarship for undergraduate and graduate students, who are known as Leutze Scholars. Recipients are selected based on documented academic ability; the graduate student by the dean of the Graduate School. The scholarships may be renewable.

**The Lewis/Wiley Alumni Fellowship** is a merit based graduate fellowship subject to the criteria and guidelines adopted by the Alumni Association of UNCW. For more information, contact the UNCW Alumni Relations Office.

**The Perry Daniel Lockamy, Jr., Graduate Alumni Fellowship** was created by the UNCW Alumni Association in memory of Perry Daniel Lockamy, Jr. and provides an annual award based on academic achievement, leadership abilities, and potential. For more information, contact the UNCW Alumni Relations Office.

**Jack and Carol Mills Scholarship** established by Mr. and Mrs. Mills in appreciation of the University's service to the region. It is available to either an undergraduate or graduate student attending UNCW. Selection is based on merit and demonstrated financial need. Complete the FAFSA to be considered.

**The MSGT. (Ret.) E. S. Moncrief Military Dependents Scholarship** was established by the Moncrief family in memory of "Big Ed" Moncrief, who served his country as a member of the USAF for over twenty years. It is available to an undergraduate or graduate student. Preference is given to the spouse of an active duty military member currently stationed in North Carolina, with demonstrated financial need. Contact the Office of Admissions for more information.

**The National City Mortgage/Veterans of Foreign Wars Post 9408 Leland Scholarship** is available to a freshman, undergraduate or graduate student who is a member of Post 9408 or its auxiliary. Recipients who maintain a GPA of at least 2.50 may reapply. Contact the Office of Admissions for more information.

**The Sylvia and B. D. Schwartz Graduate Fellowship Award** may be awarded to any graduate student enrolled in nine hours or more at UNCW. Recipients are determined by the Graduate School and receive an amount equal to in-state tuition and fees.

**The Lacy C. and Doris L. Sidbury Fellowship** was established by Gwendolyn S. Solomon as a memorial to her parents. It is considered both a merit and need based fellowship subject to the criteria used by both the UNCW Graduate School and the Office of Scholarships and Financial Aid.

**The Student Government Association Scholarship** was established by the SGA to recognize student leaders of campus organizations. The scholarship is available to an undergraduate or graduate student with a cumulative GPA of at least 3.00 who is an active member of at least one student organization.

**The Tower 7/WBLivesurf Scholarship** is the brainchild of Joshua Vach and is available to two full time students who are active members of the UNCW Surfing Club or are active surfers. Preference will be given to students who are active participants in one or more surfing related organizations with a second preference being need. Recipients are selected by the Department of Psychology.

**The Veterans of Foreign Wars Post 9408 Leland Scholarship** is available to a freshman, undergraduate, or graduate student who is a member or dependant of Post 9408 or its auxiliary. Recipients who maintain a GPA of at least 2.50 may reapply. Contact the Office of Admissions for more information.

### Cameron School of Business Scholarships

Graduate students may contact the Cameron School of Business for additional information regarding any of the scholarships listed below.

**The Deloitte Fellowship** was established by employees of Deloitte. This merit scholarship is available to students in the Master of Science in Accountancy program.

**The Frank Dunne, Jr. Memorial Scholarship** is a merit scholarship awarded annually to a rising junior, senior or graduate student accepted into the Cameron School of Business who has demonstrated high scholastic ability, need, and strong character, supported by recommendations from the faculty of the Cameron School of Business.

**The Grant Thornton Fellowship** was established by employees of Grant Thornton. This merit scholarship is available to students in the Master of Science in Accountancy program.

**The J. W. Jackson Scholarships** were established by the J.W. Jackson family in memory of one of Wilmington's leading businessmen. They are awarded annually to rising juniors, seniors, or graduate students in the Cameron School of Business. The scholarship is designed for students with high academic potential. Students awarded this scholarship are eligible to reapply.

**The Norman R. Kaylor Scholarship** was created by W. Chris Hegele, a Cameron School of Business Alumnus. It is a merit based scholarship available to a rising junior, senior or graduate student enrolled in the Cameron School of Business.

**The Pittard Perry & Crone, Inc. Jake Rhyne Memorial Scholarship** is an annual scholarship created in memory of Jake W. Rhyne, C.P.A., and is used to assist students enrolled in the MSA program in the Cameron School of Business. The recipient is chosen based on scholastic achievement and citizenship. He or she must be a resident of Eastern North Carolina or any county west of I-95 in which Pittard Perry & Crone, Inc. maintains an office.

**The RSM McGladrey Fellowship** was created to assist students in the Master of Accountancy Program. It is a merit scholarship and the recipient, who must be accepted in the Masters of Accountancy Program, is selected based on demonstrated academic ability.

**The Joanne Rockness MSA Scholarship** was created to recognize the leadership of Dr. Rockness as the previous director of the Master of Science of Accountancy (MSA) program. The recipient must have been accepted into the Cameron School of Business and the MSA program. The scholarship is merit-based with financial need as a secondary consideration. Contact the chair of the Department of Accountancy and Business Law for more information.

**The Wachovia Bank Scholarship** was created by Wachovia Bank, N.A. to assist UNCW in fulfilling its diversity goals as defined by its mission. It is awarded based on demonstrated academic ability to an undergraduate or graduate student who has been formally accepted into the Cameron School of Business. It may be renewed.

**Elwood Walker Fellowship** is awarded annually to a MSA student in the Cameron School of Business. The recipient must be academically gifted, have a strong character and be supported by recommendations of the faculty of the Cameron School of Business.

**The Robert F. Warwick Accounting Scholarship** was created by family and friends of Robert F. Warwick to honor his contributions to both UNCW and the accounting profession, and is intended to reward academic merit. The recipient must have been formally accepted into either the undergraduate accounting program or the MSA program within the Cameron School of Business. First preference is given to students who attended a New Hanover County high school. Contact the chair of the Department of Accountancy and Business Law for more information.

**The William J. and Jaqueline S. Warwick Scholarship** was created by Mr. and Mrs. Warwick. It is awarded to an in-state undergraduate or graduate student who has been formally accepted into the Cameron School of Business. Selection is based on demonstrated academic ability as evidenced by a minimum 3.3 GPA, with financial need as a secondary consideration. Preference is given to a recipient who continues to qualify for the scholarship until graduation.

### College of Arts and Sciences Scholarships

Graduate students may contact the specific school or department for additional information regarding any of the scholarships listed below. Alternatively, contact the office of the Dean of the Graduate School.

**The Robert H. Byington Leadership Fellowship in Creative Writing** was established to honor Dr. Robert H. Byington for his efforts in establishing the creative writing program at UNCW. A student must have at least one semester's thesis work remaining. The recipient shall be an M.F.A. student of outstanding creative achievement who, by vote of the M.F.A. faculty, has demonstrated unusual generosity of spirit toward peers, faculty and staff, contributing significantly to the morale, community spirit, and excellence of the M.F.A. in creative writing program. Interested students should contact the Department of Creative Writing.

**The John Colucci, Jr. Memorial Scholarship** is awarded to a marine biology student. The recipient is identified by the department and may be awarded to graduate or undergraduate students. Contact the Department of Biology and Marine Biology.

**The Computer Science Chairs Scholarship** is awarded annually at \$1,000. The recipient must be a computer science major at UNCW and can be an undergraduate or graduate student. The scholarship is a merit scholarship and the recipient is selected on demonstrated academic ability. Apply to the chair of the Department of Computer Science.

**The Construction-Imaging Systems Scholarship In Computer Science** was created by the founder of Construction-Imaging Systems to assist students accepted into the College of Arts and Sciences Department of Computer Science. The award is \$2,000 per year to be awarded to two students, undergraduate or graduate, at \$1,000 each.

**The Stephanie Fitzgerald David Political Science/Public Administration Scholarship** was created by Mark Griffis and Dave Robertson in honor of Stephanie David. The recipient must have been accepted into the Department of Public and International Affairs, must maintain a GPA of 3.00 to be eligible for award or renewal, and demonstrate a current personal interest and commitment to community affairs, non-profit volunteerism, and community or public service. Contact the Department of Public and International Affairs for more information.

**The Will S. Deloach Chemistry Fellowship** is available to academically outstanding Chemistry students. Contact the chair of the Department of Chemistry for more information.

**The Gene T. and Elizabeth J. Fales Scholarship** is awarded to a full-time junior, senior, or graduate student who has declared a major in mathematics or pre-engineering and who has completed high school in North Carolina. Preference is given to students from New Hanover, Brunswick, Guilford or Randolph Counties. Scholarship is based primarily on need with merit as a secondary consideration. Contact the Department of Mathematics and Statistics or the Pre-engineering program.

**The F. P. Fensel, Jr., Memorial Fellowship** is intended for a graduate student in marine biology as selected by the faculty of the department based on merit. If there are no students that meet the requirements the scholarship may be awarded to an undergraduate student in marine biology. The scholarship covers tuition and fees for one academic year. A student may reapply for a second year during the designated time as established by the department chair.

**The Philip Gerard Graduate Fellowship** is intended to provide tuition, fees and other expenses to graduate students of English who are working toward an M.F.A. in creative writing. The scholarship is merit-based as a first priority, with exemplary moral character and leadership potential serving as secondary consideration.

**The Joan H. Gillings Fellowship in Creative Writing** is available to students in the MFA in creative writing program. Selection is based on demonstrated creative talent and artistic promise.

**Got-Em-On Live Bait Club Graduate Fellowship** is intended to provide financial support for a student who has been accepted into the graduate program, who will study fish biology and whose interest and research focus on the issues affecting the fish population in the waters of Southeastern North Carolina.

**The Charles F. Green, Jr. Fellowship** was established by Charles F. Green, III to honor his father. It is a merit-based scholarship and the recipient must be a graduate student of history working toward a Master's degree. Recipients may reapply if their academic performance is competitive with that of other candidates for the scholarship.

**The Historic Wilmington Foundation Scholarship in Public History** is intended to assist graduate public history students with an annual award. The recipients are selected and awarded internships at the Historic Wilmington Foundation.

**The Adrian D. Hurst Mathematics Scholarship** is available to full-time rising juniors and seniors or graduate students in mathematics and statistics or in the pre-engineering transfer program. The award may be renewable, but is limited to four semesters. Contact the Department of Mathematics and Statistics.

**The Hurston and Mora Scholarship in History** was created in honor of two scholars who made significant contributions to American society and culture, Zora Neale Hurston and Magdalena Mora. The award is to assist a first generation history student, either graduate or undergraduate.

**The Lisa C. Jones Scholarship in Anthropology** was created by Mark Griffis and Dave Robertson to honor Lisa C. Jones. The recipient must be a full-time student accepted into the Department of Anthropology, must maintain a GPA of 3.00 to be eligible for award or renewal, and demonstrates a current personal interest and commitment to community affairs, non-profit volunteerism, and community or public service. Contact the Department of Anthropology for more information.

**The Owen Graham Kenan Scholarship** was created by Mrs. Owen G. Kenan and her children in memory of her husband and their father, and is used to assist graduate students in the marine biology program. This is a merit scholarship awarded to the student(s) with exceptional credentials based on documents submitted for admission to the graduate program. The recipient(s) shall have been accepted into the Master of Science or Doctor of Philosophy program in marine biology. The scholarship is renewable for a second year contingent upon exemplary performance during the first year.

**The Bernice Kert Fellowship in Creative Writing** was created in memory of Mrs. Bernice Kert, a published author and biographer, by her children. Mrs. Kert wrote "The Hemingway Women: Those Who Loved Him—the Wives and Others" and "Abby Aldrich Rockefeller: the Women in the Family." This fellowship will be awarded to a student in the MFA program in the Department of Creative Writing; the recipient will be selected based on demonstrated creative talent and artistic promise.

**The Anna T. Kniffen Memorial Scholarship** was established by Ernest T. Kniffen in memory of his mother. It is available to a student who has been accepted into either the department of history or the department of geography and geology as an undergraduate or graduate. Preference is given to students with financial need and demonstrated academic ability.

**The Alton Yates Lennon Graduate Fellowship** established by Charles F. Green, II, is awarded to a graduate student of English working toward a M.A. degree and is based upon academic merit.

**The David G. Lindquist Scholarship for Biology** was created in honor of David G. Lindquist, Professor Emeritus of Marine Biology at UNCW. This scholarship is used to assist students majoring in biology within the College of Arts and Sciences and is awarded annually in the amount of \$500. The recipient can be an undergraduate or graduate student and is selected on demonstrated academic ability. Contact the chair of the Biology and Marine Biology Department for more information.


**The Margaret Shannon Morton Fellowship** was created by Doug and Susan Morton in memory of his great aunt, Margaret Shannon Morton, one of the original faculty members at Wilmington College. The recipient must be a second-year student in the Creative Writing program. The fellowship is a graduate merit scholarship, with financial need as a consideration. The recipient must have a minimum 3.2 GPA from their first year in the graduate program.

**The James Mulligan Fellowship in Marine Biology** was created by Mark Griffis and Dave Robertson to honor James Mulligan, who lived out his passion for the sea in his thirty years of service as the Director of Land and Air Quality for North

Carolina. The recipient must have been accepted into the Graduate School, seeking a Master of Arts in liberal Studies, and is accepted based on a GPA of 3.67 and academic excellence. The recipient will demonstrate a current personal interest and commitment to community affairs, non-profit volunteerism, and community or public service.

**The MPA Community Advisory Board Fellowship** is awarded out of the MPA Student Support Fund, established by the MPA Community Advisory Board. The scholarship is used to assist graduate students majoring in public administration in the Department of Political Science. Annually, the Department of Public and International Affairs selects an MPA Graduate of the Year based on demonstrated academic performance, leadership qualities and demonstrated potential as a public administration professional. Contact the chair of the Political Science department for more information.

**The Lewis E. Nance Chemistry Fellowship** created in honor of Dr. Nance, a beloved member of the chemistry faculty, is a merit based fellowship to assist a new or currently enrolled full-time chemistry graduate student.

 **The Mary Jo and Bill Oakley Fellowship in Chemistry** was created by Mr. and Mrs. Oakley for a graduate student and chemistry major. It is merit-based and the recipient is selected on demonstrated academic ability and special achievement.

**The Dr. James F. and Frances B. Parnell Fellowship** was created by Dr. and Mrs. Parnell in recognition of Dr. Parnell's long-time tenure and service to the UNCW Department of Biology and Marine Biology. This merit fellowship is intended to assist graduate students who have been formally accepted into the UNCW Graduate School. Preference is given to a student studying some aspect of field oriented terrestrial vertebrate biology. Contact the Department of Biology and Marine Biology.

**The M. Tyrone Rowell Fellowship** is merit based and is available to a graduate student of history working toward a Master's degree, and is chosen by the chair of the History Department. Recipients may reapply if their academic standing performance is competitive with that of other candidates for the scholarship.

**The Loretta Schwartz-Noble Master of Arts in Liberal Studies Fellowship** was created by Mark Griffis and Dave Robertson to honor Loretta Schwartz-Noble, who, as a published writer, is never afraid to take on a new challenge or topic. The fellowship is merit based and the recipient must be accepted into the Master of Arts in liberal studies. The recipient will demonstrate a current personal interest and commitment to community affairs, non-profit volunteerism, and community or public service.

**The Stamp Defiance Chapter of the National Society Daughters of the American Revolution Scholarship in History** was created to assist graduate students who are studying and preparing for positions in museums, historic sites and historic preservation. Recipients must be graduate students in the public history program and the annual award amount is \$500.

**The Susan Goodman Stern Graduate Fellowship** is awarded to a continuing or entering student in the history graduate program. The criteria include having a genuine interest in the study of ideas and people, sensitivity to the environment and concern of others within the community. The fellowship is awarded by the Department of History.

**The Justin Thompson Communications Scholarship for Enacting Social Change** was established by Mark Griffis and Dave Robertson and is available to an undergraduate or graduate student who excels in the area of communication studies. The recipient must have been accepted into the department of communications studies, meet GPA requirements and submit an essay.

**The Wilmington Coca-Cola Scholarship Fund** is intended to provide assistance to undergraduate and graduate students majoring in the humanities. Recipients are selected based on character and leadership. Consideration is also given to candidates who have shown evidence of self-help. The scholarship rotates between English, history, foreign languages, and philosophy and religion. Contact the Department of Foreign Languages and Literatures.

## School of Nursing Scholarships and Awards

Graduate students may contact the School of Nursing or the office of the Dean of the Graduate School for additional information regarding any of the scholarships listed below.

**The Harmon Chadbourn Rorison Fellowship** was established by Margaret L. Rorison in memory of her father. This merit scholarship is available to a graduate student in the nursing education program who is preparing to become nursing faculty.

**The Jane Whedbee Lane Scholarship in Nursing** was created by Lucile Whedbee in memory of her daughter, Jane, and is to be awarded to an undergraduate or graduate student interested in pursuing a degree in nursing. The annual award amount is \$500.

**The W. C. "Billy" Mebane, Jr., M.D. Scholarship** was created by the Cape Fear Memorial Foundation in memory of W. C. "Billy" Mebane, Jr., M.D., to recognize his contributions to our community as a founder of Cape Fear Memorial Hospital. The recipient must have been accepted in the UNCW nursing program as either an undergraduate or graduate student, and must have graduated from a high school, or be a permanent resident, in Duplin, Pender, Brunswick, Columbus, Bladen or New Hanover County. The scholarship is merit-based with financial need as a secondary factor.

**The Geraldine King Morris Nursing Scholarship** was established by Lt. Gen (Ret.) John W. (Jack) Morris and his children in memory of his wife and their mother, Geraldine King Morris, and to honor her lifelong devotion to the nursing profession. The recipient of this merit scholarship must be accepted into the School of Nursing as an undergraduate or graduate student. Preference is given to students with an indicated desire to join the armed forces.

**The Dr. R. T. Sinclair, Jr., M.D. Scholarship** is awarded to a student accepted in the UNCW nursing program as either an undergraduate or graduate student. The recipient must be a graduate from a high school or be a permanent resident in Bladen, Brunswick, Columbus, Duplin, New Hanover or Pender County, and must have maintained a 3.25 GPA to be eligible for renewal.

**The Louie E. Woodbury Scholarship** was established by the Cape Fear Memorial Foundation in memory of Louie E. Woodbury. This merit scholarship is available to an undergraduate or a graduate student in the School of Nursing who graduated from a high school in Duplin, Pender, Brunswick, Columbus, Bladen, or New Hanover County.

### **Watson School of Education Scholarships & Awards**

Graduate students may contact the Watson School of Education or the office of the Dean of the Graduate School for additional information regarding any of the scholarships listed below.

**Grace M. Burton Promise of Excellence Graduate Fellowship** is offered to elementary, language and literacy, middle school or special education full-time graduate students. The fellowship award is made based on scores attained on the Miller Analogies Test or Graduate Record Examinations.

**The Ann Royer Corley Scholarship** created by Dr. Carol Chase Thomas in memory of her godmother, is offered to graduate or undergraduate students who have been formally accepted into one of the programs in the Watson School of Education. The scholarship recipient is selected based on demonstrated academic ability.

**The Peggy and Jim Mahony Scholarship in Education** is a merit scholarship, with financial need as a secondary consideration. It is available to either a graduate or undergraduate student pursuing a degree offered by the Watson School of Education.

**Donald R. Watson Merit Award** is offered to graduate students who are enrolled in the master's program. A GPA of 3.0 and a commitment to the field of education is required. Selection is based on the student's prior academic performance, uniqueness and quality of application, plans for future application of study abroad experience and letters of support. This scholarship may also be awarded to an undergraduate student.

### **Scholarships Awarded by Off-Campus Agencies**

**The Matthew Shepard Memorial Scholarship** is sponsored and awarded by GROW, a Community Service Corporation, to gay or lesbian students and includes in-state tuition, fees and a small book stipend. Recipients must be actively involved in working for social/political change with the gay and lesbian community. A selection committee from GROW is charged with selecting the recipients. For applications contact GROW, 341-11 S. College Road, Suite 182, Wilmington, NC 28403.

**North Carolina Principal Fellows Program** is a state funded scholarship/loan program which was established to train qualified individuals to enter administrative level positions in the field of public education. The program provides a full year of academic study at the master's level, followed by one-year internship in a school system. A 12-member Principal Fellows Commission selects the scholarship/loan recipients. Recipient must be in the school administration master's program, an NC resident, and promise to seek and obtain employment as an assistant principal in a public school or US government school in North Carolina for four years. The loan is canceled through service as a NC principal or assistant principal. Awards of \$30,000 first year and \$41,000 second year of full-time study are made. Contact the Director of the Principal Fellows Program at UNCW to apply.

**Masters Nurse Scholars Program (M-NSP)** is a state funded competitive merit-based scholarship/loan program available to students who have chosen to enter the nursing profession. An 11-member Nurse Scholars Commission selects recipients for the award on the basis of superior academics, leadership potential, and desire to practice nursing on a full-time basis in North Carolina. Students must be working on a master's degree in nursing, a US citizen, and a NC resident. Awards of \$6,000 per year for full-time study and \$3,000 per year for part-time study are available. Awards are renewable and financial need is not a criterion. Recipients enter into a contract with the State of North Carolina to work full time as a master's-prepared nurse or to teach in a nurse education program in North Carolina. Twelve months of qualified service cancels one full year of NSP support.

### **LOANS**

Students must complete a FAFSA to initiate the application process and are automatically considered for all Federal Loan programs and Federal Work-Study. Students may borrow up to \$20,500 in Stafford Loans per academic year.

**Federal Subsidized Stafford Loan Program** provides loans to graduate students who qualify on the basis of financial need and are enrolled at least half-time. Applicants complete the regular financial aid application process in addition to completing a Master Promissory Note (MPN). Each academic year, students may borrow the lesser of: \$8,500 or the cost of attendance minus all other resources (including financial aid, tuition remissions). Repayment of these loans begins six months after a student ceases to be enrolled at least half time. The interest on the loan begins at the time of repayment and is 6.8 percent. There are a variety of repayment plans. A portion of the loan may be cancelled upon completion of employment under certain terms and conditions. Students who complete the FAFSA are automatically considered.

**Federal Unsubsidized Stafford Loans** expand the Stafford Loan program for students who do not demonstrate need, as determined by federal guidelines. Students may borrow the lesser of \$20,500 minus any Subsidized loan, or the cost of attendance minus all other resources (including financial aid, tuition remissions). Interest begins accruing when the funds are disbursed to the student. Repayment begins when the student graduates or drops below half-time status. There are a variety of repayment plans. A portion of the loan may be cancelled upon completion of employment under certain terms and conditions. Students who complete the FAFSA are automatically considered. Students must be enrolled at least half-time to be eligible for Stafford loans.



**Federal Perkins Loans** are for students with substantial demonstrated need and are low-interest loans to help cover educational expenses. Funds are limited in this program. Need is determined by the federal formula through the regular financial aid process. Contact the Office of Scholarships & Financial Aid for further information.

**PLUS Loans for graduate or professional students.** Graduate or professional students are eligible to borrow under the PLUS Loan Program up to their cost of attendance minus other estimated financial assistance from the Stafford Loan Program. The terms and conditions applicable to Parent PLUS Loans also apply to Graduate/Professional PLUS loans. These requirements include a determination that the applicant does not have an adverse credit history, repayment beginning 60 days of the last disbursement of the loan, and a fixed interest rate of 7.9 percent in the Federal Direct PLUS Loan program. Applicants for these loans are required to complete the Free Application for Federal Student Aid (FAFSA). They must have applied for their annual maximum loan eligibility under the Federal Subsidized and Unsubsidized Stafford Loan Program before applying for Graduate or Professional PLUS loan. They also must complete an entrance interview prior to first disbursement and an exit interview when the student leaves school. Entrance and exit interviews can be completed either in person or on the web.

**Master Promissory Note.** To receive a Stafford Loan or PLUS loan for graduate students, the student is required to select a lender and complete a Master Promissory Note (MPN). UNCW encourages you to borrow all your student loans with one lender to ease servicing and repayment. A list of lenders is available at the MPN E-Sign section of the [OSFA web site](#).

#### **Entrance and Exit Interviews**

Students who receive a Federal Subsidized Stafford, Federal Unsubsidized or Perkins Loan must complete a loan entrance interview prior to receiving the first disbursement of a loan.

Students who received a Federal Subsidized Stafford, Federal Unsubsidized or Perkins Loan must complete an exit interview prior to leaving UNCW. Exit interviews must be completed by students who withdraw or graduate.

Entrance and exit interviews may be completed on the web. There is a link to both interviews on the [OSFA web site](#).

It is important that students who borrow Perkins and Stafford loans realize that the loans require repayment, usually within 10 years after leaving school. Loan calculators are available at the interview website demonstrating estimated loan payments and approximate income required to make payments.

### **Non-Federal and Alternative Loans**

Non-federal loans are often referred to as alternative loans because they represent an alternative to the federal loan program.

The Stafford Loans and PLUS Loans generally provide more favorable terms and conditions than non-federal loans. For that reason, we strongly recommend students and their families first apply for federal loans using the FAFSA before considering non-federal loans. Non-federal loans may be helpful to students who need to borrow more than allowed under the federal loan programs and those students who are ineligible for federal loans. Eligibility for non-federal loans is determined by the lender based on credit review. UNCW certifies the loan amount but has no influence on the credit decision. A very small percentage of students are ineligible for federal loans. The most common reason for this ineligibility is failure to meet UNCW's satisfactory academic progress policy.

### **EMPLOYMENT**

**Federal Work-Study Program** is federally funded and provides part-time jobs both on and off the UNCW campus for students who have financial need as determined by federal formula. To be awarded Federal Work-Study, a student must meet all eligibility requirements for federal aid and file a FAFSA. Students are automatically considered.

### **Satisfactory Academic Progress (SAP) for Financial Aid Eligibility (Graduate)**

Federal regulations require that students receiving financial aid maintain satisfactory academic progress from both qualitative and quantitative measures: cumulative GPA, hours earned compared to hours attempted and maximum time limit. For graduate students, Financial Aid Satisfactory Academic Progress (SAP) standards regarding GPA are the same as the standards established by the UNCW Graduate School (see Retention Policy under Academic Regulations) for continued enrollment. To remain eligible for financial aid, graduate students must earn at least 75% of all attempted hours.

Satisfactory Academic Progress and eligibility for financial aid are determined each academic year after spring semester grades are available.

### **Appeals**

Federal regulations allow for certain cases in which the school may waive the Satisfactory Academic Progress (SAP) standards. Specifically, if a student's failure to be in compliance with one or more areas of satisfactory academic progress is due to events beyond the student's control, such as a student's extended illness, serious illness or death in the immediate family, or other significant trauma, and if such mitigating circumstances can be appropriately documented for the specific term(s) in which the deficiency occurred, the student may appeal to the Office of Scholarships & Financial Aid (OSFA). Eligibility may be regained by appeal. *Contact the OSFA to obtain a Satisfactory Academic Progress (SAP) Appeal form.*

### **POLICY ON RETURN OF TITLE IV FUNDS**

Federal financial aid funds are awarded with the expectation that students will complete the entire period of enrollment. Students “earn” a percentage of the funds they are disbursed with each day of class attendance. When a student who has received federal financial aid funds (Title IV Funds) leaves school before the end of the semester or period of enrollment, federal law requires UNCW to calculate the percentage and amount of “unearned” financial aid funds that must be returned to the federal government. This calculation may have the effect of requiring a return of funds that have already been disbursed to the student. Students are encouraged to meet with their financial aid counselor prior to making the decision to withdraw from school. Once a student has completed more than 60% of the enrollment period, students are considered to have earned all funding received.

### **Veterans Services**

Veterans and dependents are encouraged to utilize their VA Educational Benefits while enrolled in the graduate programs at the University. For eligibility information, contact the Office of Scholarships & Financial Aid, (910) 962-3177, or e-mail the veteran services coordinator at: [veterans@uncw.edu](mailto:veterans@uncw.edu).



## ACADEMIC REGULATIONS AND PROCEDURES

Students are responsible for knowing and abiding by the policies included in this catalogue.

### OFFICIAL METHOD OF COMMUNICATION

The University of North Carolina Wilmington regards e-mail as an official method of communication with students, staff and faculty. The UNCW e-mail address is the official address for faculty, staff and student electronic communications. Faculty, staff and students assume full responsibility for the decision to forward e-mail, and any failure to receive e-mail communications due to an alternative e-mail service does not necessarily constitute a defense for failure to respond. While e-mail is an official method of communication, it is not the only official method of communication and does not exclude alternate methods such as written or oral communications. All members of the university community must maintain good e-mail management habits and adhere to the standards of responsible use specified in the UNCW Responsible Use of Electronic Resources Policy ([www.uncw.edu/policies/it.html](http://www.uncw.edu/policies/it.html)) if the institution is to maintain a quality, collaborative computing environment.

### ELECTRONIC MAIL ACCOUNTS

The university electronic mail account that is assigned to each active student is the primary official means for communicating with individual or groups of students. Official university communications include, but are not limited to, enrollment information, grade information, financial information and policy, and announcements, as well as individualized notices. This system affords an efficient method for official messages to be disseminated to both on-and off-campus students. It is the responsibility of each student to frequently access their UNCW electronic mail account as it may contain an official communication from the University.

### REGISTRATION

No minimum number of hours is required for official registration; however, specified maximum course loads must not be exceeded. Students in graduate programs are permitted to register for no more than 15 hours in any one semester. Course loads for students who have service appointments will be determined on an individual basis. A student enrolled in the summer may not register for, and will not receive credit for, more than six hours a term.

For registration and preregistration dates please refer to the University Calendar of Events: (<http://www.uncw.edu/reg/calendars.htm>).

### CANCELLATION OF REGISTRATION DUE TO FAILURE TO PAY TUITION AND FEES

Students that fail to pay, or make suitable arrangements for payment of, tuition and fees will have their registrations cancelled. Non-payment does not constitute official withdrawal from the University. If a student is registered, but decides not to attend UNCW, the student must notify the Graduate School in writing prior to the final day of drop/add. Please see the section on Charge for Late Payment of Tuition and Fees in the Expenses section of this catalogue.

### CANCELLATION OF COURSE REGISTRATION

A department chairperson, upon recommendation of the instructor, may cancel a student's registration in any course offered in the department if the registered student fails to attend the first class meeting and fails to notify the department office of a desire to remain enrolled within 24 hours of the class time. This cancellation action will only take place when a course is fully enrolled and additional students are waiting to enroll. Students who wish to drop a class should not assume they have done so by not attending the first class, but should follow the normal drop/add procedures.

The appropriate dean's office should notify the relevant department chairperson of late-arrival students who cannot attend the first class meeting because of illness or other reasons approved by a dean of the college, the professional schools or the dean of students. If cancellation action is taken by a department chairperson, the registration openings resulting from this action will be offered to students seeking enrollment in the courses during the official drop/add period. Students who have been authorized to add a course should follow the normal drop/add procedures.

Student appeals resulting from emergencies or other extenuating circumstances will be considered on a case-by-case basis in the appropriate dean's office.

### WEB REGISTRATION

Registration, preregistration and drop/add are done through SEANET. The current schedule of classes is also available through SEANET <https://seanet.uncw.edu>. Additional information regarding registration is available at the Registrar's office website <http://www.uncw.edu/reg>.

**CONTINUOUS REGISTRATION POLICY****For graduate students in programs that require a thesis:**

Students who have finished all course work including all of the required thesis hours:

1. May not register for more than the maximum number of thesis hours that are required to complete the degree.
2. Students who continue to use university resources in completing their degrees must enroll in and pay tuition and fees for one hour of continuous enrollment (GRC 600 or for IMBA students, IMB 600). This enrollment will be charged at the rate consistent with one credit hour of extension tuition and fees. These hours will not count toward the degree. Graduate students who need to register for GRC 600 or IMB 600, must do so through the Graduate School ([http://www.uncw.edu/grad\\_info/forms-students.htm](http://www.uncw.edu/grad_info/forms-students.htm)). Students may register for GRC 600 or IMB 600 up to three times. Beyond that, students should complete a form to request permission to extend continuous enrollment ([http://www.uncw.edu/grad\\_info/forms-students.htm](http://www.uncw.edu/grad_info/forms-students.htm)). All signatures requested on the form should be obtained before the form is sent to the Graduate School for final approval.

**For graduate students in programs that do not require a thesis:**

Students who have finished all course work, but have not finished exit requirements (comprehensive exam, oral and written exam, defense, etc.) must enroll in GRC 600 or IMB 600.

**Graduate students must be enrolled in the term in which they complete their graduate work or are scheduled to receive their degree.**

Students must:

1. be enrolled in thesis preparation courses for credit, or
2. be enrolled in continuous registration (GRC 600 or for IMBA students, IMB 600), or
3. be enrolled in a course for credit in their program of study in the term in which they receive their degree.

Students are responsible for complying with the policy stated above. Please contact the Graduate School (James Hall, second floor, 962-7303) for clarification or more information.

**FULL-TIME STATUS****Graduate–Regular Term**

Full-time status requires a minimum enrollment of nine credit hours. However, a graduate student may also be considered full-time when enrolled for less than nine hours if the student: 1) holds a full (20 hour) teaching or research assistantship and is enrolled in five or more hours, 2) holds a partial (less than 20 hours) teaching or research assistantship and is enrolled for seven or more hours, 3) is enrolled in one of the following:

One to three hours of research (BIO 698)	Thesis (599) or dissertation (BIO 699) work
BIO 598 (Research)	CSC 594 (Capstone Project)
CRM 598 (Internship)	EDL 596 (Practicum)
EVS 597(Practicum in Environmental Studies)	EVS 598 (Internship)
GLS 598 (Final Project)	GLY 597 (Final Project)
GLY 598 (Internship)	GRN 590 (Practicum)
GRN 598 (Internship)	IMB 594 (Capstone Project)
MAT 596 (Research Project)	MIS 594 (Capstone Project)
MIT 542 (Internship)	MIT 598 (Development Project/Portfolio)
PLS 598 (Internship)	PSY 597 (ABA Internship)
PSY 598 (Internship)	SOC 598 (Internship)
NSGL 594 (Clinical Practicum)	NSG 595 (Education Residency)
GRC 600 (Continuous enrollment)	IMB 600 (Continuous enrollment IMBA students)

A student may not enroll beyond three terms of continuous enrollment (GRC 600 or for IMBA students, IMB 600), without special permission.

**Graduate–Summer Term**

A graduate student in good standing, who is pre-registered for the following fall semester, is not required to enroll during the summer to maintain status as a graduate student and retain privileges for access to campus facilities. Full-time status, however, requires a minimum enrollment of four credit hours. A student may also be considered full-time when enrolled for less than four hours if the student: 1) holds a full (20 hour) teaching or research assistantship and is enrolled in two or more hours, 2) holds a partial (less than 20 hours) teaching or research assistantship and is enrolled for three or more hours, 3) is enrolled in one of the following:

One to three hours of research (BIO 698)	Thesis (599) or dissertation (BIO 699) work
BIO 598 (Research)	CSC 594 (Capstone Project)
CRM 598 (Internship)	EDL 596 (Practicum)
EVS 597(Practicum in Environmental Studies)	EVS 598 (Internship)
GLS 598 (Final Project)	GLY 597 (Final Project)
GLY 598 (Internship)	GRN 590 (Practicum)
GRN 598 (Internship)	IMB 594 (Capstone Project)
MAT 596 (Research Project)	MIS 594 (Capstone Project)
MIT 542 (Internship)	MIT 598 (Development Project/Portfolio)
PLS 598 (Internship)	PSY 597 (ABA Internship)
PSY 598 (Internship)	SOC 598 (Internship)
NSGL 594 (Clinical Practicum)	NSG 595 (Education Residency)
GRC 600 (Continuous enrollment)	IMB 600 (Continuous enrollment IMBA students)

A student may not enroll beyond three terms of continuous enrollment (GRC 600 or for IMBA students, IMB 600), without special permission.

## COURSE CREDIT

### Graduate Courses Taken for Undergraduate Credit

Graduate courses at UNCW or other accredited institutions may be used to fulfill undergraduate requirements if approved by the course instructor, student's department chair, dean of the college/school, and the dean of the Graduate School. All other transfer credit policies apply. Permission forms may be obtained on the Graduate School home page at: [http://www.uncw.edu/grad\\_info/forms-students.htm](http://www.uncw.edu/grad_info/forms-students.htm).

### Graduate Courses Taken as an Undergraduate to Later Apply to a Graduate Degree

Undergraduate students who wish to take graduate courses and later receive graduate credit for them must (1) obtain permission in advance from the course instructor, student's department chair and dean of college/school, and (2) present it to the Graduate School for approval. Graduate courses taken under this provision may not be used to fulfill undergraduate degree requirements. Permission forms may be obtained on the Graduate School home page at [http://www.uncw.edu/grad\\_info/forms-students.htm](http://www.uncw.edu/grad_info/forms-students.htm).

### Credit for Approved Combined Degree Programs

Graduate courses used to fulfill an undergraduate degree requirement at UNCW may be applied to a graduate degree only when taken as part of an approved combined degree program. Courses applied toward an awarded degree may not be applied to a second degree except as described by specific degree programs.

### Courses Approved for Undergraduate Credit Only

Courses approved for undergraduate credit, may not become a part of the graduate program, do not carry graduate course credit, and do not compute in the graduate GPA. A graduate student who is required to take undergraduate courses, whether as a requisite for admission or for other reasons, or who takes such courses in the field of his or her graduate major, must make grades of at least B on all such courses in order to maintain eligibility as a graduate student.

### Non-degree Credit

Graduate courses taken at UNCW as a non-degree student, before formal admission to Graduate School, will meet course requirements for a graduate degree only if approved by the departmental coordinator and the dean of the Graduate School. A maximum of 10 hours may be applied toward the degree.

### Extension Courses (see section on Special Academic Programs)

### Transfer of Course Credit

A maximum of six semester hours of graduate credit may be transferred from another accredited institution in partial fulfillment of the total hours required for the master's degree. When special circumstances warrant, students may petition the Graduate School for transfer of more than six semester hours. Each such petition must be accompanied by a statement of endorsement from the appropriate dean.

Grades earned on transferred work must be equivalent to B or better. Transferred credit will be accepted by the Graduate School only upon recommendation of the program coordinator for the program. Graduate School must have an official transcript showing the satisfactory completion of courses offered for transfer credit. The courses must have been taken within the allowed time limits for the degree.

### Experiential Learning

The UNCW Graduate School will consider awarding transfer credit for experiential learning accepted for credit at another institution only if the experience was an integral part of a graduate program (e.g., internships, field experience) and was supervised and approved by the institution.

### ADDING, DROPPING

Courses may be added or dropped only during the official drop/add period, which is noted in the current University Calendar (<http://www.uncw.edu/reg/calendars.htm>).

### WITHDRAWAL POLICY FOR GRADUATE STUDENTS

A student is allowed to withdraw from the University or from individual courses through the first week of the semester without having a grade entered on the academic record. From the second week through the twelfth week of the semester, any student who withdraws will receive a grade of W. A grade of W will not affect the student's grade point average.

Beginning with the thirteenth week of the semester, a grade of WF will be assigned for each course withdrawal. The instructor will assign the grade of F at the end of the semester for any student that has not gone through the withdrawal process. Should extenuating circumstances warrant, the grade of WF or F assigned for course withdrawal may be changed to a W. This determination will be made by the Graduate School. It is the student's responsibility to initiate the appeal. The decision of the dean is final and must be rendered prior to the end of the semester in which the withdrawal occurred. The grade of WF and F will affect the student's grade point average.

If the term of an individual course does not conform to the standard 15 week semester, the withdrawal period is calculated based upon the course term's equivalence (i.e., a student is allowed to withdraw from the course through the first 1/15 of the course term without having a grade entered; between 2/15 and 12/15 of the course term, a student who withdraws will receive a W; beginning 13/15, a grade of WF will be assigned for a withdrawal).

A student who plans to withdraw from a course or all courses for the term, *but plans to return to the University*, should complete the "Graduate School Course(s)/Term Withdrawal" form before or on the last day for withdrawal as indicated in the University Calendar of Events. If the student does not plan to register in the following term, then a leave of absence form must be completed (refer to the leave of absence guidelines below). This form is located at [http://www.uncw.edu/grad\\_info/forms-students.htm](http://www.uncw.edu/grad_info/forms-students.htm) and, upon completion, should be sent directly to the Graduate School.

A student who plans to withdraw from all courses and the University, *and does not plan to return to the University*, should complete the "Graduate School Complete Withdrawal" form. This form is located at [http://www.uncw.edu/grad\\_info/forms-students.htm](http://www.uncw.edu/grad_info/forms-students.htm) and, upon completion, should be sent directly to the Graduate School.

Students who choose to completely withdraw from the University, but later decide to return, must reapply to the Graduate School and pay all applicable fees.

Faculty who wish to register an accusation of academic dishonesty or misconduct against a graduate student should immediately notify the Graduate School in writing. Graduate students may not withdraw from any course for which such an allegation of academic dishonesty or misconduct has been filed with the Graduate School. Should the student subsequently be found innocent of these charges and if the withdrawal date has passed, the student may petition the dean of the Graduate School for withdrawal from the course.

### Leave of absence guidelines

Students who will not use university resources should apply to the Graduate School for a leave of absence. Students choosing this option must complete a leave of absence form. If a graduate student requests, and is granted a leave of absence, the student must return in the term specified on the Leave of Absence form. If a student fails to continue in the agreed upon term, then he/she must reapply for admission.

### GRADUATE GRADING

The University of North Carolina Wilmington uses the quality point system and semester hour credit for calculating student achievement. Plus (+) or minus (-) grades may be awarded at the discretion of the faculty. Only courses approved by the Graduate Council will be eligible for S/U grading. Up to six credit hours of S/U may be applied to any degree program. Grade symbols and equivalent quality points used are as follows:

Grade	Grade Point	
A	4.00 qp	Excellence
A-	3.67 qp	
B+	3.33 qp	
B	3.00 qp	Completely satisfactory
B-	2.67 qp	
C+	2.33 qp	
C	2.00 qp	Minimally acceptable

F	0 qp	Failure
S		Satisfactory progress (thesis)
U		Unsatisfactory progress (thesis)
I		Work incomplete
W		Withdraw passing

\*Earned grade points = quality points

The grade point ratio is determined by dividing the accumulated number of grade points earned (quality points) by the accumulated number of quality hours.

### **GRADES OF INCOMPLETE**

An incomplete grade may be given if the course instructor determines that exceptional circumstances warrant extending the time for the student to complete the course work, but in no case will the extension exceed one year unless approved by the Dean of the Graduate School and Research. The instructor may set the maximum allowable period for completion of the course work, but in no case will the extension exceed one year. If the time allowed is to be less than one year, this information should be transmitted in writing to the student, with a copy to the Graduate School. If, within 12 months, a change of grade has not been submitted by the instructor, the incomplete automatically becomes an F.

### **RETENTION POLICY**

Three grades of C, one grade of F, or one grade of U (e.g. thesis/dissertation) results in dismissal from the graduate program. Further, if a student falls below a 3.0 GPA at any time, he or she goes on academic probation and has either three subsequent courses or nine hours to bring the GPA up to at least a 3.0. In addition, a student must have at least a 3.0 GPA in order to begin any program specific comprehensive examination and/or thesis work.

### **MINIMUM COMPETENCY REQUIREMENT**

Individual graduate programs may designate certain courses as requiring minimum competence of B. Any student receiving a C in such a course must repeat it and receive a grade of B or better. Such courses may be repeated only once, and failure to receive a B or better grade in the repetition will result in dismissal from the graduate program. Both the initial C and subsequent grade will count in determining the GPA, but only the initial hours will count toward degree requirements.

### **POLICY ON REPEATING COURSES**

A student who has received a grade of C in a graduate course may repeat that course once. Both the first and second grade will count in determining the GPA, but only the initial hours will count toward degree requirements. Students may not repeat a course in which they received a grade of A or B.

### **RETENTION BY APPEAL**

Students who have been dismissed from the graduate program and readmitted by special action of the Graduate School shall have their subsequent retention policy determined individually by the dean. In cases where a student is readmitted by such special action, the grades of C, F or U that existed at the time of readmission will not be grounds for ineligibility for graduation as defined in the policy on graduation below.

### **AUDITING POLICY FOR GRADUATE STUDENTS**

Auditing is considered the privilege to attend a class if space is available. The decision to allow auditing within the professional schools and graduate degree programs is the prerogative of the deans and the department chairs. Within those programs granting the auditing privilege, students must have the approval of the instructor and the appropriate department chair or dean prior to registering or adding the course(s) to their schedule. The student should consult the Office of the Registrar for auditing enrollment procedures and registration dates. The audit will be considered part of the student course load with respect to tuition and fees. Tuition and fees are the same as for credit enrollment.

Attendance, preparation, and participation in classroom discussions and activities are at the discretion of the instructor and the department. No credit is given, no examinations are required, and no grades are reported for audited courses. A course audit may not be changed to graduate credit.

### **GRADUATE INTERNSHIPS**

Several units of the Graduate School offer students the opportunity to earn academic credit in a work environment. The purpose of the internship experience is to provide students the opportunity to integrate practical experience with classroom learning. Permission of the dean of the school/college or chair of a department, or director of a program offering the internship is required for enrollment. The Graduate School approves graduate internship policies. Information about specific graduate internships is available from graduate units offering the internships.

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### GRADUATION

A student must have no less than a 3.0 GPA on all graduate-level courses. Three grades of C, one grade of F, or one grade of U (e.g. thesis/dissertation) results in ineligibility for graduation. Grades of A,B,C,F,S,U and W are permanent grades and can be changed only by the instructor with the approval of the appropriate dean in cases of arithmetical or clerical error or as a result of protest of grade.

Graduate students must complete all degree requirements to be eligible to walk in a graduation ceremony. Graduate students who have completed all degree requirements for July graduation, may walk in the December ceremony and their names will be listed in the December commencement program; graduate students who have completed all degree requirements for December graduation, may walk in the December ceremony and their names will be listed in the December commencement program; graduate students who have completed all degree requirements for May graduation, may walk during the May ceremony and their names will be listed in the May commencement program. A graduate student may walk only in the graduation ceremony in the term in which they graduate.

### GRADE APPEAL PROCEDURE

Any student considering an appeal on a final course grade should understand that each faculty member has the academic freedom and responsibility to determine grades according to any method chosen by the faculty member that is professionally acceptable, communicated to everyone in the class, and applied to all students equally. However, discriminatory, arbitrary, or capricious academic evaluation by a faculty member is a violation of a student's rights and is the only valid ground for a final course grade appeal. Such an appeal must be made no later than the last day of the next succeeding regular semester. Grades not appealed by that time become permanent.

These procedures are not to be used in cases involving student academic dishonesty or in cases where a student disputes the final course grade for reasons other than alleged discriminatory, arbitrary, or capricious academic evaluation by a faculty member.

Any student who contests a final course grade under this procedure shall first attempt to resolve the matter with the instructor involved. Failing to reach a satisfactory resolution, the student may appeal the grade in accordance with the steps outlined below.

1. The student shall present the appeal in writing to the chair of the department within which the contested grade was awarded. The written statement shall limit itself to a factual description of evidence pertaining to the valid ground for the appeal and documentation of all attempts to reach resolution. By conferring with the student and the instructor, the chair will seek resolution by mutual agreement. The chair will provide a written statement of the results of this effort to the faculty member and student.
2. Failing to resolve the issue in Step 1, the student shall present the written appeal and all documentation of attempts to reach resolution to the dean of the college or school, or director in the case of the School of Nursing, in which the protested grade was awarded. The dean or director, by conferring with the student and the instructor, will seek resolution by mutual agreement. The dean or director will provide a written statement of the results of this effort to the chair, faculty member, and student.
3. If Step 2 fails to produce a resolution, the student shall provide a written appeal request to the associate dean of the graduate school. The written statement shall limit itself to a factual description of evidence pertaining to the valid ground for the appeal, documentation of all attempts to reach resolution, and the student's desired outcome. This initiates the last stage of the grade appeal process.
4. Upon receipt of the written appeal request, the associate dean of the graduate school will convene and chair meetings of the Grade Appeals Committee, which consists of faculty members appointed by the dean of the graduate school. The committee will make recommendations to the dean following the hearing proceedings.
5. If the dean affirms the instructor's decision, he/she will notify the faculty member, student, chair, and appropriate college or school dean or director in writing. The decision made by the dean is a final university decision and may not be appealed further.
6. If the dean affirms the student's appeal, he/she shall prescribe the method by which the student will be reevaluated and communicate that to the faculty member, student, chair, and appropriate college or school dean or director in writing. If the reevaluation results in a grade change, the established Course Grade Change procedure will be followed. The grade resulting from the reevaluation is a final university decision and may not be appealed further.

### ACADEMIC GRIEVANCE PROCEDURE

Graduate students who have academic or procedural concerns, other than grades, should attempt to resolve those concerns at the lowest academic level as soon as possible (and no more than 90 days) after the event giving rise to the complaint. The first level for redress is with the appropriate faculty member. Within 30 days of failing to reach a satisfactory resolution with the faculty member, the student may appeal to the department chairman. Failing resolution at the department level, the student may, within 10 business days, appeal jointly to the dean for the student's academic area and to the dean of the Graduate School. The deans (or their designees) will conduct interviews with all parties to arrive at a resolution of the issue. The mutually agreed upon decision of the deans will be final and not subject to further appeal. Complaints that fall within the categories of sexual harassment, improper personal relationships, personal discrimination, unlawful workplace harassment, or workplace violence should be filed in accordance with Appendix J of the UNCW Code of Student Life.

**FINAL EXAMINATION POLICY**

University policy requires the scheduling of final examinations. Under this policy, the final examination schedule provides a three hour period for each examination and allows a maximum of four examinations per day. The length of the final examination, up to a maximum of three hours, is at the discretion of the instructor.

The final examination schedule is published at the beginning of each semester. Courses offered during the day have final examinations during the day. Night courses have final examinations at night.

A student who is scheduled to take three or more final examinations in one calendar day may have one or more rescheduled by notifying the three or four instructors and the appropriate deans of this desire at least two weeks before the beginning of the final examination period. It will be the responsibility of the instructors, working with the student, to reschedule the examinations and to so inform the student and the appropriate deans at least one week before the beginning of the final examination period.

Rescheduling of a final examination for an entire class requires the approval of the appropriate dean.

**TRANSCRIPTS**

Transcripts are issued by the Office of the Registrar at the request of students. All requests for transcripts must be in writing and must include the student's signature. Transcript request forms and instructions are available from <http://www.uncw.edu/reg/>. The fee for each transcript is \$5. Transcript requests can also be made securely through SeaNet.

**INDEBTEDLESS**

All indebtedness to the University must be satisfactorily settled before a diploma or transcript of record will be issued.

**CHANGE OF NAME AND ADDRESS**

It is the obligation of every student to notify the Office of the Registrar in writing of any change in name. Documentation in the form of a government issued identification (such as a valid driver's license or voter registration card) plus a photo identification is required for name changes. Addresses may be updated by way of the Student Information System on SEANET.

**SAFETY AND HEALTH PROGRAM**

UNCW's safety program complies with the State Occupational Safety and Health Act of 1973.

**MASTER'S DEGREE EXAMINATION**

Every master's candidate must pass either a written comprehensive examination covering his or her field of study, or an oral comprehensive examination covering all course work required for the degree, or both, according to the decision of his or her department or school. The general expectation is that the comprehensive exam is taken near the end of coursework and in conformance with a schedule established by his or her department or school. If a thesis is required, a final oral defense of the thesis may be required in addition to the comprehensive examination, or as part of the oral examination.

A committee of at least three members of the graduate faculty (at least two of whom must be in the major program) evaluates the student's work for the master's degree, approves any thesis required, and administers any oral examination that may be given. If the student has a minor field of study, at least one member of the student's committee must represent the program of the minor.

A master's candidate who fails either a comprehensive written or oral examination may not take the examination a second time until at least three months have elapsed. No student may take an examination a third time without approval of the dean of the Graduate School. A student passes an examination only on approval by at least two-thirds of the members of the examining committee. The vote of the examining committee is considered to be final.

**REGISTRATION FOR THESIS**

Every student required to write a master's thesis must register for a minimum of three hours of thesis credit. A maximum of six credit hours for the thesis may be used toward course requirements for the master's degree. During each term that a student is working on a thesis, he or she should register for as many hours as are academically appropriate, except that, if the required hours of thesis credit have been taken, the student may register for GRC 600 (continuous enrollment) so long as this is the only course for which he or she is registered. Any student engaged in thesis research and/or writing that involves the use of university faculty or facilities must be registered during the semester or summer session in which he or she is using faculty time or facilities, whether the student is in residence or not. Graduate students must be enrolled in the term in which they complete their graduate work or are scheduled to receive their degree.

**FOREIGN LANGUAGE REQUIREMENT**

Foreign language requirements differ from one graduate degree program to another. At an early stage, a graduate student should consult his or her graduate program advisor concerning what foreign language, if any, will be required. The requirement for a student in a given program must be one of the options approved for that program by the Graduate School. Each department or curriculum shall determine when a graduate student must fulfill a foreign language requirement, provided that



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such a requirement be satisfied before a student is admitted to candidacy. At the time a student requests admission to candidacy, his or her dean will be asked to certify on the application of candidacy that such a requirement has been met.

### **APPLICATION FOR ADMISSION TO CANDIDACY AND FOR THE DEGREE**

A student in a master's degree program applies for admission to candidacy at the time of application for the degree. To be eligible for graduation each student must apply for a specific graduation on or before the deadline shown in the Calendar of Events. If a student has already applied for candidacy and for the degree, but fails to meet a deadline for a particular graduation, he or she must contact the Graduate School to specify a new graduation date.

### **DEGREE TIME LIMITS**

A graduate student has five calendar years (masters) or six calendar years (Ph.D.) to complete his or her degree program. The period begins with the student's first term of work after formal admission to a degree-granting program. Work completed as a non-degree student does not initiate the five-year period for completing a degree program.

Courses taken more than five calendar years prior to the admission of a student into a degree program at UNCW normally are not accepted for credit toward fulfilling the requirements of the student's degree program. In some cases, however, with approval of the student's advisory committee and department/unit chair, a student may petition the Graduate School to accept for credit work that is more than five years old.

When extenuating circumstances warrant, an extension of the time limit for completing a graduate program may be granted to a student upon his or her petition to the Graduate School. Such petitions must include an explanation and the endorsement of the student's advisory committee and academic unit's chair or dean.

### **POLICY STATEMENT ON ILLEGAL DRUGS**

In accordance with policy adopted by the Board of Governors of the University of North Carolina and the Board of Trustees of UNCW, disciplinary proceedings against a student, faculty member, administrator, or other employee will be initiated when the alleged conduct is deemed to affect the interest of UNCW. The penalties that may be imposed range from written warnings with probationary status to expulsion from enrollment and discharge from employment.

The full text of the policy appears in the UNCW Policies and Procedures Manual (<http://www.uncw.edu/sp/admproc/Msc120.htm>), the Faculty Handbook, VIII.C.3 ([http://www.uncw.edu/fac\\_handbook/](http://www.uncw.edu/fac_handbook/)), and in both the electronic and print forms of the Code of Student Life (<http://www.uncw.edu/stuaff/doso/>).

### **RELEASE OF "DIRECTORY INFORMATION"**

The University of North Carolina Wilmington routinely has made public certain information about its students. Typically, UNCW releases the names of students who are selected by the various honorary societies, receive scholarships, make the Dean's List, hold offices, or are members of athletic teams. The annual commencement program publishes the names of persons who have received degrees from UNCW during the year.

The Family Educational Rights and Privacy Act defines the term "directory information" to include the following information: the student's name, local address, local or contact telephone listing, UNCW e-mail address, place of birth, major field of study, participation in officially recognized activities and sports, weight and height and date of birth of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student. The University will make public information about each student limited to these categories in ways such as those described above. Of course, information from all these categories is not made public in every listing.

Students who do not wish to have "directory information" made public without their prior consent must notify the Office of the Registrar of this fact in a signed and dated statement specifying items not to be published. This notice must be received by the Office of the Registrar by the end of the registration period for the semester or session of first enrollment or, after an absence, of re-enrollment and by the end of each fall registration thereafter.

### **Family Educational Rights and Privacy Act (FERPA)**

Certain personally identifiable information about students ("education records") may be maintained at The University of North Carolina General Administration, which serves the Board of Governors of the University system. This student information may be the same as, or derivative of, information maintained by a constituent institution of the University; or it may be additional information. Whatever their origins, education records maintained at General Administration are subject to the federal Family Educational Rights and Privacy Act of 1974 (FERPA).

FERPA provides that a student may inspect his or her education records. If the student finds the records to be inaccurate, misleading, or otherwise in violation of the student's privacy rights, the student may request amendment to the record. FERPA also provides that a student's personally identifiable information may not be released to someone else unless (1) the student had given a proper consent for disclosure or (2) provisions of FERPA or federal regulations issued pursuant to FERPA permit the information to be released without the student's consent.

A student may file with the U.S. Department of Education a complaint concerning failure of General Administration or an institution to comply with FERPA.

The policies of the University of North Carolina General Administration concerning FERPA may be inspected in the office at each constituent institution designated to maintain the FERPA policies of the institution. Policies of General Administration may

also be accessed in the Office of the Secretary of The University of North Carolina, General Administration, 910 Raleigh Road, Chapel Hill, NC.

Further details about FERPA and FERPA procedures at General Administration are to be found in the referenced policies. Questions about the policies may be directed to Legal Section, Office of the President, The University of North Carolina, General Administration, Annex Building, 910 Raleigh Road, Chapel Hill, NC (mailing address P.O. Box 2688, Chapel Hill, NC 27515-2688; telephone: 919-962-4588).

### **STUDENT CONDUCT**

The filing of an application of admission shall be construed as both an evidence and pledge that the applicant accepts the standards and regulations of the University of North Carolina Wilmington and agrees to abide by them. Each student, by the act of registering, is obligated to obey all rules and regulations of the University as stated in the Code of Student Life, the university catalogue and other university publications. The University reserves the right to ask for the withdrawal of any student who refuses to adhere to the standards of the institution.

### **ACADEMIC HONOR CODE**

The University of North Carolina Wilmington is committed to the proposition that the pursuit of truth requires the presence of honesty among all involved. It is therefore this institution's stated policy that no form of dishonesty among its faculty or students will be tolerated. Although all members of the university community are encouraged to report occurrences of dishonesty, honesty is principally the responsibility of each individual.

Academic dishonesty takes many forms, from blatant acts of cheating, stealing, or similar misdeeds to the more subtle forms of plagiarism, all of which are totally out of place in an institution of higher learning. Reporting and adjudication procedures have been developed to enforce the policy of academic integrity, to ensure justice, and to protect individual rights. Complete details may be found in the current Code of Student Life and in the Faculty Handbook.

### **CLASS ATTENDANCE**

Students are expected to be present at all regular class meetings and examinations for the courses in which they are registered. All faculty members are responsible for setting policy concerning the role of attendance in determining grades for their classes. It is the responsibility of the students to learn and comply with the policies set for each class in which they are registered.

## GRADUATE SCHOOL

Robert D. Roer, *dean*  
~~Karen Sandell, associate dean~~

### GRADUATE SCHOOL -- (see addendum)

Successful completion of a graduate program at the University of North Carolina Wilmington requires the student to demonstrate a depth and sophistication of knowledge, performance in certain skills, and/or professional, laboratory, or field experience substantially beyond the level required for a baccalaureate degree. The particular requirements for academic rigor and professional competencies, and the tools for measuring them, are defined by the discipline at a level consistent with national norms or standards for the certificate or degree.

Consequently, all graduate programs and the courses that support them are progressively more advanced in academic content than undergraduate programs and courses, include knowledge of the literature of the discipline, ensure ongoing student engagement in original research and/or appropriate professional practice and training experiences, and foster independent learning.

The Graduate School at the University of North Carolina Wilmington administers programs of study leading to the Master of Business Administration; the Master of Education; Master of Science in biology, chemistry, \*computer science and information systems, geology, gerontology, instructional technology, mathematics, marine science and marine biology; Master of Arts in criminology and public sociology, English, environmental studies, history, liberal studies, psychology and Spanish; the Master of School Administration; the Master of Arts in Teaching; the Master of Science in Accountancy; the Master of Fine Arts in creative writing; the Master of Science in Nursing; Master of Public Administration; Master of Social Work; Ph.D. in marine biology; Ed.D. in educational leadership and administration; Post-Baccalaureate Certificate Programs in applied statistics, conflict management and resolution, \*environmental studies, gerontology, Hispanic studies, instructional technology specialist; and Post-Master's Certificate Programs in liberal studies, nurse educator and family nurse practitioner.

Each of these programs provides capable students with an opportunity to pursue advanced study, training, and research designed to enhance their academic and professional development. More detailed descriptions of these programs appears separately in the following pages.

## ADMISSIONS

### GENERAL ADMISSIONS REQUIREMENTS -- (see addendum)

For admission to a graduate degree program at the University of North Carolina Wilmington, the applicant must (1) hold a bachelor's degree from an accredited college or university in this country or its equivalent in a foreign institution based on a four-year program; (2) have a strong overall academic record with a B average or better in the basic courses prerequisite to the area of proposed graduate study; and (3) ~~present satisfactory scores on the specified examination. For information on the Graduate Record Examination (GRE), Graduate Management Admission Test (GMAT), or the Miller Analogies Test (MAT) contact the University Testing Services. (Test scores more than five years old at the time of application will not be considered.) In addition, students who are taking, or have taken, graduate work elsewhere must be in good standing at that institution to be eligible to take graduate work at UNCW.~~ **meet additional admission requirement(s) as outlined by the graduate program.**

Applications for admission to most graduate degree programs should be filed in the Graduate School at least sixty (60) days in advance of the term in which admission is sought; most programs require earlier deadlines. All applicants must apply through the Graduate School web site [www.uncw.edu/grad\\_info/](http://www.uncw.edu/grad_info/)

A student who leaves the University and who does not register for at least one semester must apply for readmission to the Graduate School. Each student admitted to a graduate degree program must have a completed medical report form on file at UNCW before initial registration may be effective. In addition, an immunization record for each newly admitted UNCW graduate student, regardless of status, is required by law to be on file at UNCW prior to enrollment.

Graduate students are subject to the same university policies and regulations as undergraduates unless otherwise stated. Specific admission requirements are listed under each degree program.

### REGULAR ADMISSION WITH DEFICIENCIES

A student whose grades and/or test scores and admissions portfolio are at an acceptable level but who does not have the undergraduate background expected by the academic unit and the Graduate School may be assigned deficiency courses. The letter of admission lists the deficiencies that must be completed before the student advances to candidacy. It may be required that some or all deficiencies be completed before the student enrolls in specific degree courses. Deficiency courses are taken in addition to those normally required for a degree.

### PROVISIONAL ADMISSION

A student who does not meet minimum academic standards but has counterbalancing evidence to suggest the potential for success may be admitted on a provisional basis. Provisional admission provides an academic unit with more evidence on which to base its admission decision. A student must obtain a grade of B or better in all courses taken while in provisional status.

Normally, the academic unit reviews the student's status following completion of nine hours of approved graduate study. At that time, the academic unit recommends to the Graduate School a change in status to either regular admission or withdrawal from the program. A student who has completed provisional requirements should check with the academic unit to verify that the change of status has been recommended. A provisional student may also be assigned deficiency courses.

### **NON-DEGREE STUDENTS (Special Graduate Status)**

In some cases, students who are not seeking a graduate degree maybe permitted to take graduate courses. Such permission to take graduate courses does not constitute admission to a graduate degree program. Non-degree graduate students are not candidates for degrees. Enrollment must be maintained in at least one graduate course each semester. The undergraduate grade-point averages for non-degree graduate students are expected to meet the same standards that apply to the admission of graduate students in full standing. Students that are later accepted to a degree program may, with approval, have up to 10 hours applied toward the degree. Normally, non-degree status is not available and does not apply to students interested in taking courses in the Cameron School of Business Administration. Admission requirements may vary for each academic unit, and students seeking non-degree status therefore must determine and meet these conditions prior to completing their application. Any individual having an interest in applying for admission as a non-degree graduate student should contact the Graduate School.

### **RE-ENROLLING**

A student who leaves the University and who does not register for at least one semester (fall or spring, not applicable for summer) must apply for readmission to the Graduate School. The reenrollment application is available through the Graduate School web site [www.uncw.edu/grad\\_info/](http://www.uncw.edu/grad_info/)

### **ADMISSIONS – INTERNATIONAL STUDENTS**

International students must present evidence of their ability to speak, read, and write the English language and to meet fully the financial obligations associated with their study at the University. Students from foreign countries where English is not the primary language must present the results of the TOEFL examination (Test of English as a Foreign Language) or IELTS (International English Language Testing System), as a part of their application for admission. A minimum score of 550 (paper test), or a minimum score of 79 on the Internet-based test (TOEFL iBT) is required for admission to all programs, or IELTS minimum score of 6.5 or 7.0 to be eligible for a teaching assistantship, but this score does not guarantee acceptance. For those applicants who do not meet the TOEFL requirements, UNCW offers conditional acceptance to degree programs for those students who successfully complete the UNCW ESL program and are academically admissible to the University. A financial responsibility statement must also be submitted.

In addition to the TOEFL, international applicants who do not speak English as a primary language and who wish to become teaching assistants are required to demonstrate competence in oral communication skills if the teaching assistantship involves classroom instruction, laboratory instruction, or tutoring. A minimum score of 45 on the Test of Spoken English (TSE) or a minimum of 25 on the speaking section of the TOEFL iBT or an examination of comparable score on an equivalent test is required to be eligible for an instructional assignment. Minimum score criteria may be higher for some graduate programs.

### **POLICY STATEMENT FOR GRADUATE STUDENTS WORKING ON CAMPUS**

Graduate students may be employed as a teaching/research assistant or in another flat-rate assignment on campus. Normally, these assignments do not exceed 20 hours per week during the regular fall or spring term. Additional hourly work on campus may be approved by the Graduate School on a temporary, case-by-case basis; however, the total assignment should not exceed 30 hours per week. Before approving all assignments the Graduate School verifies that the student is not on academic probation and that the assignment will not negatively impact the student's academic performance.

It is the responsibility of each academic unit to ensure that academic progress is a priority and work assignments do not interfere with a student's progress toward the degree.

### **NON-DISCRIMINATION POLICY**

The University of North Carolina at Wilmington is committed to and will provide equality of educational and employment opportunity for all persons regardless of race, sex (such as gender, marital status, and pregnancy), age, color, national origin (including ethnicity), creed, religion, disability, sexual orientation, political affiliation, veteran status, or relationship to other university constituents - except where sex, age, or ability represent bona fide educational or occupational qualifications or where marital status is a statutorily established eligibility criterion for State funded employee benefit programs.

Any student who supplies false or misleading information or who conceals pertinent facts in order to enroll in the University of North Carolina Wilmington is subject to immediate dismissal from the University.

Application forms and other admissions information may be obtained through the Graduate School web site [www.uncw.edu/grad\\_info/](http://www.uncw.edu/grad_info/). Contact information: Graduate School, University of North Carolina Wilmington, 601 South College Road, Wilmington, North Carolina 28403-5955, (910) 962-3135 or (910) 962-4117 phone, (910) 962-3787 fax.

**DEPARTMENT AND PREREQUISITE ABBREVIATIONS**

The following standard list of abbreviations are used for stating department and prerequisite abbreviations:

Accountancy	MSA
Anthropology	ANT
Biology	BIO
Biology Lab	BIOL
Business	BUS
Chemistry	CHM
Chemistry Lab	CHML
Computer Science	CSC
Conflict Management and Resolution	CMR
Criminology and Public Sociology	CRM/SOC
Creative Writing	CRW
Education	EDN
English	ENG
Environmental Studies	EVS
Geography	GGY
Geology	GLY
Gerontology	GRN
History	HST
Information Systems	MIS
Instructional Technology	MIT
International MBA	IMB
Liberal Studies	GLS
Licensure	LIC
Marine Science	MSC
Master of Business Administration	MBA
Mathematics	MAT
Mathematics for middle grades education	MAE
Operations Management	POM
Nursing	NSG
Philosophy & Religion	PAR
Physics and Physical Oceanography	PHY
Project Management	OPS
Psychology	PSY
Public Administration	MPA
Science	SCI
Social Work	SWK
Spanish	SPN
Special Education	SED
Statistics	STT

## COLLEGE OF ARTS AND SCIENCES

Graduate programs in the College of Arts and Sciences lead to either a Ph.D. in marine biology, Master of Arts, Master of Fine Arts, Master of Public Administration, Master of Social Work, or a Master of Science degree. Specialized curricula leading to the Master of Arts in Teaching degree are offered jointly by the College of Arts and Sciences and the Watson School of Education for professional educators. In addition, the College of Arts and Sciences in conjunction with the Cameron School of Business offer a Master of Science in computer science and information systems. All programs in the college are designed to enhance the intellectual competence, maturity, and independence of the master's student, thereby preparing students for careers in business, industry, government, teaching, or for further study at the doctoral level.

## DEPARTMENT OF BIOLOGY AND MARINE BIOLOGY

### MASTER OF SCIENCE IN BIOLOGY AND MARINE BIOLOGY

**Graduate Coordinator:** Dr. Stephen Kinsey

The Department of Biology and Marine Biology offers programs of study leading to a Master of Science degree in biology and a Master of Science degree in marine biology. The programs are designed (1) to prepare students for further graduate work leading to the Ph.D.; (2) to provide professional biologists with advanced research and education opportunities; (3) to prepare students as managers of coastal and marine resources, trained to deal with contemporary problems in the environment; or (4) to provide a broad-based graduate program allowing for specialization in the diverse fields of inquiry represented by the faculty of the department. Teachers in secondary schools who wish to obtain graduate level teacher certification should check with the graduate coordinator in the School of Education to determine the current requirements for certification.

#### Admission Requirements

Applicants seeking admission to the graduate program in biology or marine biology are required to submit the following to the Graduate School:

1. An application for graduate admission
2. Official transcripts of all college work (undergraduate and graduate)
3. Official scores on the Graduate Record Examination (verbal, quantitative, and analytical writing)
4. Three recommendations by individuals in professionally relevant fields
5. Resume

Scores on the verbal, quantitative, and analytical writing, on the Graduate Record Examination (GRE) in the 50th percentile or above are desired. A bachelors degree in a field of biology from an accredited college or university in this country or its equivalent in a foreign institution based on a four-year program is required for admission, as well as an average of "B" or better in the undergraduate major. Undergraduate grades, GRE scores, work and research experience, and recommendations are used in concert to determine acceptability.

#### Degree Requirements

1. The program requires 30 semester hours of graduate study.
2. Six semester hours of credit may be transferred from another accredited institution. Grades earned on transfer work must be equivalent to "B" or better.
3. A minimum of 24 semester hours of graduate study must be completed in residence.
4. No more than nine hours of graduate level courses offered by other science departments at UNCW may be applied toward the degree.
5. Undergraduate courses taken to make up deficiencies will not count toward the 30 hours required.
6. All deficiencies must be remedied prior to graduation.
7. The student must successfully complete a comprehensive examination based on prior coursework and an oral defense of the thesis.
8. Each student will present a thesis, based on original research, acceptable to the thesis advisory committee, prior to graduation.
9. Each student must complete an approved course of study within five years of the date of the first registration for graduate study.

#### Requirements for Master of Science Degrees

Core courses: required of all students seeking a Master of Science degree in biology or marine biology.

BIO 501 Methods in Scientific Research

(2)

BIO 599 Thesis

(3–6)

**Master of Science in Biology**

In addition to the core courses listed above, each student, in consultation with his/her thesis advisory committee, shall devise a program of study that meets the requirements below, complements the thesis research, and satisfies individual needs and interests. Select two of the following:

- a) BIO 519 Advanced Topics in Cellular and Molecular Biology (4)
- b) BIO 530 Advanced Topics in Evolutionary Biology (3)  
and  
BIOL 530 Advanced Topics in Evolutionary Biology Laboratory (1)
- c) BIO 534 Advanced Topics in Ecology (3)  
and  
BIOL 534 Advanced Topics in Ecology Laboratory (1)
- d) BIO 549 Advanced Topics in Physiology (4)

A minimum of 14 hours of elective credit; select from any 500 or 600 level biology course. Graduate courses from other disciplines may also be selected, with approval of the student's thesis committee.

**Master of Science in Marine Biology**

In addition to the core courses listed above, students shall complete the following courses and, in consultation with their thesis advisory committee, select electives to complete a program of study that meets individual needs and interests.

Select two of the following:

- a) BIO 519 Advanced Topics in Cellular and Molecular Biology (4)  
or  
BIO 530 Advanced Topics in Evolutionary Biology (3)  
and  
BIOL 530 Advanced Topics in Evolutionary Biology Laboratory (1)  
or  
BIO 534 Advanced Topics in Ecology (3)  
and  
BIOL 534 Advanced Topics in Ecology Laboratory (1)  
or  
BIO 549 Advanced Topics in Physiology (4)
- b) BIO 560 Estuarine Biology (4)
- c) BIO 564 Biological Oceanography (3)  
and  
BIOL 564 Biological Oceanography Lab (1)

A minimum of 14 hours of elective credit; select from any 500 or 600 level biology course. Graduate courses from other disciplines may also be selected, with approval of the student's thesis committee.

**Ph.D. PROGRAM IN MARINE BIOLOGY**

**Graduate Coordinator:** Dr. Stephen Kinsey

The Department of Biology and Marine Biology offers a program of study and research leading to the doctor of philosophy in marine biology. The program provides students with a broad background and overview of the fields comprising marine biology and make use of the diverse interests of the marine biology faculty within the department. As is generally the case, the Ph.D. program is primarily a research degree. As such, it is intended to serve students with interests in conducting research in academia, industry, and government along with those who intend to become faculty in undergraduate teaching institutions, managers in technology-based industries and policy makers in government. Students will learn the process of identifying, defining and solving an original research problem. The program also includes a teaching practicum with classroom instruction in pedagogical techniques and technologies along with lecture experience under the guidance of a faculty mentor.

**Admission requirements**

Students will be admitted to the Ph.D. program by a majority vote of the Graduate Advisory Committee (GAC) of the Department of Biology and Marine Biology based on eligibility requirements and available resources. Under most circumstances, students admitted to the program will have met the following requirements.

1. Received a M.S. degree or equivalent from an accredited university OR, if entering with a B.S., completed all the requirements for the M.S. biology or marine biology degree at UNCW except submission of the bound thesis.\*
2. An overall graduate grade point average of at least 3.0 out of 4.0.



3. A score on the Graduate Record Examination General Test with a target of the 65th percentile or better (average for the verbal, quantitative and analytical writing sections).
4. A score of at least 550 on the paper version (217 on the computer version) of the Test of English as a Foreign Language (TOEFL) or a minimum score on the International English Language Testing System (IELTS) of 6.5 or 7.0 to be eligible for a teaching assistantship, for applicants whose native language is not English.

\*Under certain circumstances, a student may, with the support of his or her faculty advisor, choose to apply to the Ph.D. program before completion of the requirements for the M.S. biology or marine biology degree. Students who choose this path after their first year of core courses and research planning must complete a new application, including letters of recommendation, to enter the Ph.D. program. If accepted, these students would not take their M.S. oral preliminary exam, but would continue on with their study and take the Ph.D. candidacy exam in year three. Students who decide upon a Ph.D. later in their academic career, and who have, thus, already taken their preliminary oral exam, may apply to the Ph.D. program, again with the support of their advisor. Students who choose this path must complete a new application, including letters of recommendation, to enter the Ph.D. program. If accepted, these students may decide to bind a M.S. thesis, or simply continue on with their study and research and take the candidacy exam in year three.

### **Documents to be submitted for admission:**

All applicants must submit:

1. An application for graduate admission
2. Official transcripts of all college work (undergraduate and graduate)
3. Official scores on the Graduate Record Examination (verbal, quantitative, analytical writing and subject test in biology)
4. Three recommendations with accompanying letters by individuals in professionally relevant fields, one from the intended faculty mentor.
5. Official score on the TOEFL (if applicable)
6. Current curriculum vitae
7. Detailed summary of M.S. thesis research (maximum of three pages)
8. Statement of interest for Ph.D. research (maximum of three pages)
9. Reprints or copies of any publications (if applicable)

### **Degree Requirements**

1. The program requires 78 post baccalaureate (48 post-M.S.) semester hours of graduate study.
2. The maximum amount of credit that a Ph.D. student may count toward a doctorate from a master's degree program is 30 semester hours. This applies whether the master's degree was earned at UNCW or elsewhere. Six post-M.S. semester hours of credit may be transferred from another accredited institution. Grades earned on transfer work must be equivalent to "B" or better and must be approved by the Graduate Advisory Committee.
3. A minimum of 24 semester hours of graduate study must be completed in residence.
4. Each student must pass a Candidacy Exam that includes (1) a written exam consisting of essay questions submitted by the student's Dissertation Committee that are based upon the graduate curriculum and the student's area of research, and (2) an oral examination based on the student's dissertation prospectus. The written exam should be administered no more than 30 days prior to the public presentation and defense of the dissertation prospectus. The Candidacy Exam should be taken before the end of the third year of residence.
5. The student must complete and defend a dissertation based on a research program approved by the student's committee that results in an original, high quality, significant, and substantial body of research.
6. All requirements for the degree must be completed within six years after admission to the Ph.D. program (i.e. post-M.S.).

### **Additional requirements for the Ph.D. in marine biology**

1. Must have a master's degree or must complete courses and research requirements of a master's degree program as described above.
2. Must complete the following courses:

Graduate Seminars in Marine Biology (2-3 credit hours each; minimum of three different numbered seminars required)

(6)

BIO 601	Oceanography and Environmental Science*	(2-3)
BIO 602	Ecology	(2-3)
BIO 603	Physiology and Biochemistry	(2-3)
BIO 604	Cellular and Molecular Biology	(2-3)
BIO 605	Evolution and Biodiversity	(2-3)

BIO 690	Seminar	(1)
BIO 694	Practicum in College Biology Teaching	(2)
BIO 699	Dissertation	(12)

\*Required of all students. Prerequisite: BIO 564 Biological Oceanography or equivalent

In addition to the above requirements, each student, in consultation with his/her dissertation committee, shall select a minimum of 27 hours of elective credit that may include graduate courses and research hours (BIO 698).

## GRADUATE PROGRAM IN BIOLOGICAL SCIENCES

### Course Descriptions

**BIO 501. Methods in Scientific Research (2)** Scientific manuscript preparation and communication techniques: manuscript format, graphics, design of experiments, library use, oral presentation, and writing techniques. Two lecture hours each week.

**BIO 512. Electron Microscopy and Cell Ultrastructure (3)** Prerequisite: Course in cell biology or permission of instructor. A discussion of the general and specialized techniques of transmission and scanning electron microscopy and their application to the elucidation of the structure and function of cell organelles in plants and animals. Three lecture hours each week.

**BIOL 512. Electron Microscopy Laboratory (1)** Corequisite: BIO 512 and permission of instructor. Techniques for fixing, embedding and thin sectioning tissue. Students prepare tissue for observation and analysis and examine the tissue with the transmission electron microscope. Three laboratory hours each week.

**BIO 519. Advanced Topics in Cellular and Molecular Biology (4)** Prerequisite: Upper-level undergraduate or graduate course work in cellular and molecular biology or permission of the instructor. Selected topics in cellular and molecular biology. Includes: cytoskeletal components, membrane dynamics, cellular receptors, metabolism, gene expression, protein structure and function, molecular evolution and extrachromosomal DNA. Three lecture and three laboratory hours each week. May be taken more than once for credit under different topics.

**BIO 526. Advanced Topics in Microbiology (2-4)** Prerequisite: Course in microbiology and organic chemistry or permission of instructor. Study of the taxonomy, morphology, metabolism, genetics and ecology of microorganisms. Emphasis is placed on the current microbiological literature. Lecture and laboratory hours each week. May be taken more than once for credit under different topics.

**BIO 530. Advanced Topics in Evolutionary Biology (3)** The study of adaptation and diversity from both a micro- and macro evolutionary perspective. Principles of population genetics, molecular evolution, phylogeny and systematics are among the topics that will be addressed in lecture and readings. Applications in behavior, physiology, ecology, medicine and conservation are stressed throughout. Three lectures per week. May be taken more than once for credit under different topics.

**BIOL 530. Advanced Topics in Evolutionary Biology Lab (1)** Co- or pre-requisite BIO 530. An introduction to analysis and interpretation of experimental and comparative work in evolution. Generation of new data sets, analysis of new and/or existing data sets and computer simulations will be used in laboratory studies of micro- and macro evolution. Three laboratory hours each week. May be taken more than once for credit under different topics.

**BIO 531. Population Genetics (3)** Prerequisite: Course in genetics. Basic principles of the dynamics of genes within populations. Topics include fitness, polymorphism, genetic equilibrium, and the effects of non-random mating and selection. Three lecture hours each week.

**BIO 534. Advanced Topics in Ecology (3)** Prerequisite: Course in general ecology. Advanced topics in population dynamics, and community ecology. Current ecological theory on population regulation and community dynamics will be examined using a combination of literature readings, class discussion, and formal lectures. Three lecture hours each week. May be taken more than once for credit under different topics.

**BIOL 534. Advanced Topics in Ecology Laboratory (1)** Corequisite or prerequisite: BIO 534. Approaches to analysis and interpretation of ecological data. Using sample and real data sets, various analytical approaches for examining population and community patterns will be examined. Estimation of theoretical parameters from data will also be explored. May be taken more than once for credit under different topics.

**BIO 538. Cytogenetic Methodology (2)** Prerequisite: Course in genetics. Laboratory course introducing techniques for studying and analyzing the chromosomes of a variety of organism including plants and animals. Four laboratory hours each week.

**BIO 539. Advanced Topics in Population Biology (2–4)** Prerequisite: Courses in genetics and ecology or permission of instructor. Study of the ecology, genetics, and evolution of populations. Topics include dynamics of population structure, growth, and regulation; natural selection and the maintenance of genetic variation within populations; differentiation of populations and speciation; evolution of population strategies. Lecture hours each week. May be taken more than once for credit under different topics.

**BIO 549. Advanced Topics in Physiology (4)** Prerequisite: Permission of instructor. Study of topics in physiology for which significant new understanding has been obtained. Consideration is given to those emergent techniques that have permitted the application of scientific methodology to particular physiological problems. Three lecture and three laboratory hours each week. May be taken more than once for credit under different topics.

**BIO 550. Systematic Biology (3)** Prerequisites: A course in statistics is strongly recommended. A survey of methods used in systematic investigations including phylogenetic, cladistic, and eclectic approaches to the analysis of molecular, allozymic, cytogenetic, morphometric, and discrete plant and animal data sets. Nomenclatorial rules and procedures are discussed. Three lecture hours each week.

**BIO 551. Advanced Vertebrate Biology (2)** Prerequisite: Permission of instructor. Individualized instruction in the identification, classification, and ecology of the terrestrial vertebrates of the coastal zone with emphasis on field methodologies. Designed to fill gaps in each student's knowledge of the classes of terrestrial vertebrates. Four laboratory hours each week.

**BIO 558. Biology of Recreational and Commercial Fishes (3)** Prerequisite: Course in ichthyology and permission of the instructor. A study of the major groups of fishes and invertebrates utilized in fisheries, with emphasis on the biology, economic importance, and management of selected groups. Topics focus on contemporary management strategies and needs. Two lecture and three laboratory periods each week.

**BIO 560. Estuarine Biology (4)** Prerequisite: Course in general ecology or permission of instructor. An examination of the unique physical, chemical, and biological interactions within estuaries, emphasizing nutrient cycles and energy flows. Three lecture and three laboratory hours each week.

**BIO 561. Barrier Island Ecology (3)** Prerequisite: Course in general ecology or permission of instructor. Survey of vegetation and physiography of barrier islands. Two lecture and three laboratory hours each week.

**BIO 562. Wetlands of the United States and their Management (3)** Prerequisite: Course in general ecology or permission of the instructor. Ecology and management of wetlands and adjacent communities. Examination of methods used to restore and create wetlands. Two lecture and four laboratory hours each week.

**BIO 564. Biological Oceanography (3)** Prerequisite: Permission of instructor. Discussion of the recent oceanographic literature concerning nutrient cycling, distribution and regulation of oceanic productivity, and advances in methodologies used to study oceanic processes and controlling factors. Three lecture hours per week.

**BIOL 564. Biological Oceanography Laboratory (1)** Corequisite: BIO 564. Laboratory and field investigations of oceanographic problems, including instruction in standard analytical techniques, experimental design, and analysis, with an emphasis on biological responses to physical and chemical factors. Three laboratory hours per week.

**BIO 566. Behavioral Ecology of Reef Fishes (3)** Prerequisite: Course in ichthyology or permission of instructor. An ecological and ethological approach to the study of reef fishes, including theories and problems dealing with ecological niche, competition, social systems, and population biology. Two lecture and three laboratory hours each week.

**BIO 568. River Ecology (3)** Prerequisite: course in general ecology or permission of instructor. The biology, ecology, chemistry, and physical nature of streams, rivers, and watersheds. Biodiversity, endangered species, pollutants, the regulatory structure, and river politics will be discussed. Three combined lecture and lab hours per week, plus field trips to local rivers, streams and tidal creeks.

**BIO 575. Taxonomy of Aquatic and Wetland Plants (3)** Prerequisite: Course in plant taxonomy or permission of instructor. Discussion, collection, and identification of vascular plants found in the aquatic and wetland habitats of coastal North Carolina. Extensive field work and individualized instruction in collection and identification techniques. Two lecture and three laboratory hours each week.

**BIO 577. Experimental Mycology (3)** Prerequisite: Graduate status. An accelerated introduction to general mycology with emphasis on the role of fungi as friend and foe in various ecosystems. The use of fungi as experimental tools as well as modern technology useful to their study are considered. Two lecture and three laboratory hours each week.

**BIO 578. Biology of Harmful Algae (3)** Prerequisite: BIO 205, BIO 446, or consent of instructor. Identification (taxonomy), ecology, physiology and toxin production by both marine and freshwater microalgae. Toxin structure and mode of action, effects on humans and public health, environmental damage and possible mitigation/management strategies.

**BIO 579. Advanced Topics in Organismic Biology (2-4)** Prerequisite: Permission of instructor. Advanced study of the ecology, natural history, behavior, or systematics of selected groups of organisms. Lecture and laboratory hours each week. May be taken more than once for credit under different instructors.

**BIO 580. Field Studies in Biology (1-6)** A research experience-oriented field course offered in selected regional locales. Emphasis is placed on distribution, taxonomy, and ecology of animal and/or plant organisms.

**BIO 585. Special Topics in Advanced Biology (1-6)** Designed to deal with selected topics not considered in detail in regular course offerings. More than one topic may be taken for credit.

**BIO 590. Biomechanics (4)** Prerequisite: Course in animal biology. A study of the interactions of organisms with their physical environment. Concepts from fluid and solid mechanics are applied to biological form and function. Three lecture and three laboratory hours each week.

**BIO 591. Directed Independent Study (1-4)** May be repeated under different subtitles.

**BIO 596. Critique of Scientific Literature (1)** Review and critique of grant proposals, manuscripts, and published papers pertaining to biological research.

**BIO 598. Research (1-3)** Credit hours taken by students in pursuing their master's thesis research. May be taken more than once for credit, but for no more than 3 hours total.

**BIO 599. Thesis (1-6)**

**BIO 601. Oceanography and Environmental Science (2-3)** Prerequisite: BIO 564 or permission of instructor. Topics and methods in biological oceanography and environmental science. Required of all Ph.D. candidates. May be repeated under different subtitles.

**BIO 602. Ecology (2-3)** Prerequisite: permission of instructor. Topics and methods in marine ecology. May be repeated under different subtitles.

**BIO 603. Physiology and Biochemistry (2-3)** Prerequisite: permission of instructor. Topics and methods in the physiology and biochemistry of marine organisms. May be repeated under different subtitles.

**BIO 604. Cellular and Molecular Biology (2-3)** Prerequisite: permission of instructor. Topics and methods in the cellular and molecular biology of marine organisms. May be repeated under different subtitles.

**BIO 605. Evolution and Diversity (2-3)** Prerequisite: permission of instructor. Topics and methods in the evolution and diversity of marine organisms. May be repeated under different subtitles.

**BIO 690. Seminar (1)** For resident students, attendance at departmental seminars is required. Candidates are required to present two scientific seminars (dissertation proposal and dissertation defense) at UNCW within four years of residency. Candidates are expected to orally present their research at least once at other institutions or (inter-) national scientific meetings. Credit is awarded during the candidate's last semester of residency.

**BIO 694. (594) Practicum in College Biology Teaching (2)** An introduction to theory, research, and practice in college biology teaching. Combines supervised internship in biology teaching with formal classroom instruction. For graduate students who have been awarded teaching assistantships in the Department of Biology and Marine Biology and others with permission of instructor. Ph.D. students will be required to engage in limited formal instruction. Two semester hours per week.

**BIO 698. Research (1-6)** Credit hours taken by students in pursuing their dissertation research. May be taken more than once for credit.

**BIO 699. Dissertation (1-12)** Credit hours taken by students in analyzing their research data and writing their dissertation.

## DEPARTMENT OF CHEMISTRY AND BIOCHEMISTRY

### MASTER OF SCIENCE IN CHEMISTRY

**Graduate Coordinator, Main Campus:** Dr. Robert Kieber

**Graduate Coordinator, Distance Education:** Dr. John Tyrell

The Department of Chemistry and Biochemistry offers a program of study leading to the Master of Science degree in chemistry. The objectives of this program are to give students who have an undergraduate foundation in chemistry the opportunity to engage in advanced course work, in-depth study, and independent research in order to acquire the skills of assimilating known information and generating new knowledge. These problem-solving skills provide the foundation for future contributions by the graduates in various areas of chemistry, whether they seek employment directly or choose to undertake further graduate study elsewhere.

#### Admission Requirements

Applicants seeking admission to the graduate program in chemistry are required to submit the following to the Graduate School:

1. An official application for graduate admission
2. Official transcripts of all college work (undergraduate and graduate)
3. Official scores on the Graduate Record Examination (verbal, quantitative, analytical writing)
4. Three recommendations by individuals in professionally relevant fields. An acceptable score on the Graduate Record Examination is expected. A bachelor's degree with a concentration in chemistry from an accredited college or university in this country, or its equivalent in a foreign institution based on a four-year program, is required for admission, along with a "B" average or better in chemistry courses. Admission decisions are based upon several factors, and where other indicators of success warrant, individuals who fall below the established criteria in one of the areas may be considered for admission.

#### Degree Requirements

1. Programs leading to the Master of Science degree require a minimum of 30 semester hours of graduate study. No more than 12 credit hours from those courses cross listed as 400/500 may be applied toward the degree. Up to eight hours of graduate courses offered by other departments may be approved by the student's advisory committee. A maximum of six hours of credit may be transferred from another accredited institution. Grades earned on transfer work must be equivalent to a "B" or better, and courses must be acceptable to the student's advisory committee. A minimum of 24 semester hours of graduate study must be completed in residence.
2. Deficiencies in a student's undergraduate preparation will be ascertained by a committee of faculty members in the Department of Chemistry and Biochemistry. Placement tests in the basic areas of chemistry may be administered to incoming students at the discretion of the faculty committee to assist with evaluation of deficiencies. Any deficiencies must be remedied prior to graduation.
3. A thesis reporting the results of the student's original research project must be submitted by the student and approved by the student's advisory committee. Each student will present a seminar on his or her research project.
4. The student must successfully complete a comprehensive examination and an oral defense of the thesis.
5. The program shall be completed within five years of the date of first registration for graduate study.

#### Required Core Courses

CHM 501 Introduction to Chemical Research	(2)
CHM 595 Graduate Seminar	(2)
CHM 599 Thesis	(3-6)

And at least three of the following courses:

CHM 516 Advanced Organic Chemistry	(3)
CHM 521 Advanced Physical Chemistry	(3)
CHM 536 Advanced Analytical Chemistry	(3)
CHM 546 Advanced Inorganic Chemistry	(3)
CHM 568 Advanced Biochemistry	(3)

### BACHELOR'S/MASTER'S DEGREE CHEMISTRY PROGRAM

**Graduate Coordinator:** Dr. Robert Kieber

The Department of Chemistry and Biochemistry offers a bachelor's (certified)/master's degree program which is designed to provide a BS chemistry student a means to complete some requirements for the MS chemistry degree. The key feature of the

program is that some upper level chemistry courses count for the BS degree and undergraduate electives as well as the MS degree. This allows a total of 18 credit hours to be counted towards both the BS and MS (6 hours of coursework (CHM 445/545 and CHM 491/591 or CHM 499/591) to be counted towards the BS and 12 graduate hours in chemistry counted towards undergraduate electives.

A. Students who have completed 50 hours of chemistry and collateral courses required for the B.S. in chemistry degree with a GPA of 3.50 or higher by the middle of the junior year may

- fulfill the ACS Bachelor of Science requirement in inorganic chemistry by taking CHM 545 (Inorganic Chemistry, 3 credit hours) preferably in the second semester of their third year. Both undergraduate and graduate credit will be awarded for this course.
- fulfill part of the ACS laboratory requirements (145 lab hours) by counting a total of 3 hours of research, preferably performed during the summer session between the 3<sup>rd</sup> and 4<sup>th</sup> year, toward the B.S. degree (3 credit hours of CHM 491 or 499), and an additional 3 credit hours of research (CHM 491/591 or 499/591) preferably performed during the fall semester of the fourth year.
- count 4 graduate courses (12 semester hours) as undergraduate electives.
- complete the basic studies requirements.

The student will complete the M.S. degree requirements by taking 16 credit hours of graduate course work, 3 credit hours of DIS (CHM 591), preferably in the summer between the 4<sup>th</sup> and 5<sup>th</sup> year, and 8 credit hours of graduate courses (thesis research and seminar), preferably in the 5<sup>th</sup> year. Up to one additional credit hour of graduate thesis work could be taken during the summer session immediately following the 5<sup>th</sup> year. The actual graduation time for the M.S. degree after all coursework is completed will vary based on the progress of the student's research topic.

B. During a student's junior year they must obtain a graduate advisor (thesis research director) and submit the standard application for admission to the Graduate School including: an application form, application fee, references, transcripts, and GRE scores to the Graduate School. In addition, a graduate degree plan (signed by the prospective student, their proposed graduate advisor, the combined degree program coordinator and graduate coordinator) must be submitted to the combined degree program coordinator before the end of the junior year. Departmental permission to apply to the combined B.S. (certified)/M.S. degree program does not guarantee admission to the Graduate School. Admission is contingent of meeting eligibility requirements at the time of entering the graduate program and continued support from the thesis research director.

C. Upon review of the submitted materials by the Graduate School, a letter of acceptance (or denial) to the master's program, will be sent to the student and copied to the graduate coordinator. Acceptance will be provisional and contingent upon meeting specified degree requirements, including completion of the bachelor's degree.

D. A student who is ineligible to participate, continue in, or withdraws from the combined B.S. (certified)/M.S. degree program cannot double count any courses for both bachelor's and master's degree.

For more details see the department chair or the graduate coordinator.

### GRADUATE PROGRAM IN CHEMISTRY

#### Course Descriptions

**CHM 501. Introduction to Chemical Research (2)** Scientific proposal and manuscript preparation. Communication techniques. Experimental design and data analysis. Computer applications. Library use. Laboratory safety. Two hours each week.

**CHM 512. Nuclear Magnetic Resonance Spectroscopy (2)** Prerequisite: Two semesters of organic chemistry. Interpretation and acquisition of proton and carbon, one and two dimensional NMR spectra. Molecular structure elucidation of organic molecules using NMR spectroscopy. One hour of lecture and two hours of lab per week.

**CHM 516. Advanced Organic Chemistry (3)** Prerequisite: Two semesters of organic chemistry. Study of contemporary synthetic organic chemistry. Topics may include chiral synthetic methods, natural products synthesis, bioorganic chemistry, relationships between structure and reactivity and the role of reactive intermediates, with emphasis placed on examples from the recent literature.

**CHM 517. (417) Medicinal Chemistry (3)** Prerequisite: Two semesters of organic chemistry. Systematic study of the chemistry and biological activity of hormones, vitamins, drugs affecting the nervous system, and other miscellaneous agents.

**CHM 521. Advanced Physical Chemistry (3)** Prerequisite: CHM 520 (420) or equivalent. The study of quantum statistical mechanical basis of thermodynamics, including the behavior of solids and liquids. Kinetics of chemical reactions, particularly the microscopic picture of chemical reactions based on quantum statistical mechanics.

**CHM 522. Rates and Mechanisms (3)** Prerequisite: Physical chemistry. Chemical kinetics and reaction mechanisms. Transition state and collision theories. Catalysis.

**CHM 525. (425) Computational Chemistry (3)** Prerequisite: Physical chemistry. Theory and practice of computational chemistry, including molecular mechanics, semi-empirical and ab initio molecular orbital theory, density functional theory, and molecular dynamics. Two hours of lecture and two hours of computer lab hours each week.

**CHM 536. Advanced Analytical Chemistry (3)** Prerequisite: Organic chemistry, quantitative analysis. Application of modern analytical methods to chemical problems. Emphasis upon chemical information, structural and quantitative, obtainable from these techniques. Topics may include modern spectroscopic, chromatographic, electrochemical, bioanalytical or isotropic techniques.

**CHM 545. (445) Inorganic Chemistry (3)** Prerequisite: Physical chemistry and quantitative analysis, or equivalent. Study of periodic relationships: crystal lattice theory; transition metals and ions; crystal field theory; organometallic structures and reactions; and reaction mechanisms.

**CHM 546. Advanced Inorganic Chemistry (3)** Prerequisite: CHM 545 or equivalent. Study of contemporary inorganic chemistry. Topics may include organometallic, bioinorganic chemistry, group theory, and/or current topics in contemporary inorganic chemistry.

**CHM 567. (467) Biochemical Techniques and Instrumentation (2)** Prerequisite or corequisite: CHM 365 or equivalent. Theory and practice of advanced biochemical techniques. Topics may include buffer and reagent preparation, protein assay, protein purification, electrophoresis, enzyme kinetics, vesicle construction, DNA isolation, and molecular visualization and modeling. Four hours each week.

**CHM 568. Advanced Biochemistry (3)** Prerequisite: CHM 365 or equivalent and CHM 321. Topics may include protein structure, stability, and visualization, enzyme kinetics and mechanisms including enzyme activators, inhibitors, and inactivators, ligand recognition and binding, and enzyme regulation.

**CHM 574. Aquatic Chemistry (3)** Prerequisite: Permission of the instructor. The chemistry of aqueous solutions, including use of activity coefficients, acid-base and buffer concepts, gas solubility, results of carbon dioxide dissolution, trace metal speciation, oxidation-reduction processes, photochemistry and mineral solubility. Concepts will be applied to laboratory solutions and natural waters.

**CHM 575. Chemical Oceanography (3)** Prerequisite: General chemistry. An oceanography course is recommended. Sources, distribution, forms of occurrence, and reactions of chemical species in seawater. Chemistry of concentrated aqueous solutions. Patterns of global ocean circulation. Air-sea and sediment-seawater interactions. Estuarine processes and reactions. Human impact on the oceans.

**CHM 576. (PHY 576) Chemical and Physical Analysis of Seawater (3)** Prerequisite: Permission of instructor. Study of modern chemical and physical measurements of seawater including salinity, alkalinity, pH, nutrients, and dissolved oxygen. Several class periods may also be devoted to working aboard an oceanographic research vessel while at sea.

**CHM 578. (478) Aquatic Toxicology (3)** Prerequisite: Organic Chemistry. Topics in aquatic toxicology, including toxicity testing; transport, transformation and ultimate distribution and fate of chemicals in the aquatic environment; and the performance of hazard risk assessments on aquatic ecosystems exposed to chemical insult.

**CHM 579/MSC 579. Role of the Oceans in Human Health (3)** Prerequisite: CHM 212, BiO 110, or consent of instructor. Discovery, structure, and biological activity of marine bioactive compounds, chemotaxonomy, pharmaceutical leads, marine biotoxins, structure, mode of action, regulation and monitoring, the producing organisms, how (biosynthesis) and why these compounds are made. Two lectures per week.

**CHM 585. (485) Industrial and Polymer Chemistry (3)** Prerequisites: Physical chemistry and two semesters of organic chemistry. Properties, synthesis, and reactions of major industrial chemicals; synthetic plastics, soaps and detergents; petrochemicals; paints and pigments; dyes; pharmaceutical and nuclear industries; mechanism of polymerization; copolymerization; physical and chemical properties of polymers; polymer characterization; advances in polymer techniques.



**CHM 586. (486) Fundamentals of Heterocycles with Emphasis on Pharmaceuticals (3)** Prerequisites: 2 semesters of Organic Chemistry. Well over half of all known organic compounds and most pharmaceuticals are heterocycles (containing an atom other than C in the ring). This course will examine their chemistry. Topics include the nomenclature, properties, synthesis, and pharmaceutical applications of heterocycles.

**CHM 590. Special Topics (1–3)** Study of a topic or technique in chemistry not covered in regular courses. May be repeated for credit.

**CHM 591. Directed Individual Study (1–6)** Directed Independent Study.

**CHM 595. Graduate Seminar (1)** Discussion by students, faculty, and guest lecturers of research ideas and/or research results. May be repeated two times for credit.

**CHM 599. Thesis (3–6)** Laboratory research for thesis and thesis preparation.

NOTE: Additional courses offered by the Department of Chemistry are found under “science courses” in the section on “Additional Graduate Courses.”

## DEPARTMENT OF CREATIVE WRITING

### MASTER OF FINE ARTS IN CREATIVE WRITING

**Graduate Coordinator:** Ms. Lavonne Adams

The Department of Creative Writing offers an intensive studio-academic apprenticeship in the writing of fiction, poetry and creative nonfiction leading to the Master of Fine Arts degree in creative writing. Courses include workshops in the three genres, special topics and forms courses, as well as a range of courses in literature. While students are accepted in, and expected to demonstrate mastery of, one genre, they are encouraged to study, and must show proficiency in, a second genre. Students, in consultation with their advisors, tailor their course schedules to their own professional and educational interests, selecting a variety of courses in creative writing, literature, criticism, rhetoric and composition, film studies, and applicable cultural studies. Though the M.F.A. is a terminal degree designed for writers wishing to pursue various career paths in teaching, writing, publishing, and community arts organization, students are urged to pursue the degree primarily as a way of mastering their art by rigorous study and practice among a community of other dedicated writers. The M.F.A. degree without supporting publication credentials does not guarantee employment.

#### Admission Requirements

Applicants seeking admission to the Master of Fine Arts Program in Creative Writing are required to submit the following five items to the Graduate School before the application can be processed.

1. A typed manuscript in the applicant's primary genre, labeled "poetry," "fiction," or "creative nonfiction": 15 pages of poetry, 30 pages of fiction, or 30 pages of creative nonfiction (double-space prose, single-space poetry). The manuscript should demonstrate mastery of basic craft and unmistakable literary promise. Applicants are advised not to apply with a mixed-genre manuscript.
2. An application for graduate admission.
3. Official transcripts of all college work (undergraduate and graduate).
4. At least three recommendations from individuals in professionally relevant fields addressing the applicant's achievement and promise as a writer and ability to successfully complete graduate study.
5. An essay (300-500 words) on the applicant's goals in pursuing the M.F.A., including previous educational experience.

An applicant must have successfully completed an appropriate undergraduate degree (usually, but not necessarily, a B.A. in English or a B.F.A. in creative writing), with at least a "B" average in the major field of study. Acceptable fulfillment of all the above constitutes the minimum requirements for, but does not guarantee, admission to the M.F.A. program.

In general, we are seeking candidates who show artistic commitment and literary promise in their writing and whose academic background indicates they are likely to succeed not only in graduate study but as publishing professional writers. Therefore, in evaluating candidates, the admissions committee places great emphasis on the quality of the manuscript.

The deadline for receiving applications is January 1 for the academic year beginning fall semester. All interested applicants will be considered for graduate assistantships, which will be awarded on a competitive basis as they become available.

#### Degree Requirements

1. An M.F.A. candidate must successfully complete a minimum of 48 semester hours of graduate study: 21 hours in writing (CRW 530, 542, 544, 546, 548, 550); six hours of thesis (CRW 599); and 21 hours in other graduate literature courses, (CRW 501, 503, 523, 524, 525, 543, 545, 547, 560, 580, 581, 591, 598; ENG 502, 504, 505, 506, 507, 508, 509, 511, 513, 514, 560, 561, 572, 580) with an option of substituting up to six of those hours of study in a related discipline, as determined by the student's advisor, the M.F.A. coordinator, and the chair of the Department of Creative Writing.
2. An M.F.A. candidate is required to complete at least 12 hours of writing workshop courses in a primary genre (poetry, fiction, creative nonfiction).
3. An M.F.A. candidate is required to complete a minimum of five hours in a secondary genre, which must include at least one writing workshop. Forms courses (CRW 543, 545, 547) may also be used to meet the secondary genre requirement.
4. A maximum of 9 credit hours in secondary genre(s) workshop courses will count toward fulfilling the 21 hr. writing requirement.
5. A minimum GPA of 3.0 (on a 4.0 scale) must be maintained in all graduate course work; a "B" average is required for graduation.
6. An M.F.A. candidate must complete a substantial book-length thesis manuscript of literary merit and publishable quality acceptable to the thesis committee: this ordinarily will be a novel; a novella; a collection of short stories, poems, or essays; a single long poem; a long nonfiction narrative; or some combination of the foregoing within the primary genre.
7. An M.F.A. candidate must pass the Master of Fine Arts examination.
8. A maximum of six semester hours of graduate course credit may be transferred from another accredited institution in partial fulfillment of the M.F.A. UNCW regulations will be applied in determining the transferability of course credits, and requests

for transfer credit must be approved by the M.F.A. coordinator, the chair of the Department of Creative Writing, and the Graduate School.

9. The M.F.A. program is designed to be completed in three calendar years. All requirements must be completed within five calendar years.

### **GRADUATE PROGRAM IN CREATIVE WRITING** **Course Descriptions**

**CRW 501. Research for Creative Writers (3)** Instruction for writers of creative nonfiction, fiction, poetry, and scripts in searching electronic, print, and physical archives; historical artifacts; the geographical and built environment; and living sources, with special emphasis on interviewing techniques and ethics and on how to gracefully integrate research into artistic writing.

**CRW 503. Creative Writing Pedagogy: Theory and Practice (3)** Analysis of current theories of creative writing pedagogy and classroom practices; examination of teaching and learning theories related to the workshop model, process exercises, revision techniques, and the group dynamics of teaching creative writing. Enrollment is mandatory for and limited to graduate teaching assistants.

**CRW 523. Bookbuilding (3)** Introduction to the principles of effective graphic design and typography for book publishing, using desktop publishing applications in a computer lab setting and including hands-on production of several publications. Includes survey history and future trends in printing and publishing.

**CRW 524. Literary Magazine Practicum (1-3)** Practical course in the publication of a national literary journal. Assignments include reading submissions, writing submission reports, and serving on the editorial staff of the journal. Examination of the practical business of running a magazine, including editorial, marketing, and sales decisions. M.F.A. students may repeat for credit without limit.

**CRW 525. Special Topics in Publishing (1-3)** Intensive examination of a special area of publishing, such as book arts, electronic publishing, editing poetry, or a course taught by a guest instructor. May be repeated for credit under different subtitles.

**CRW 530. Creative Writing Workshop (1-3)** Instruction in at least two of the following genres: fiction, poetry, creative nonfiction, screenwriting. Includes classroom critique of students' work and work by professionals. M.F.A. students may repeat for credit without limit.

**CRW 542. Poetry Writing Workshop (1-3)** Instruction in writing poetry, with classroom critique of students' work and work by professionals. Includes study of publishing markets. M.F.A. students may repeat for credit without limit.

**CRW 543. Forms of Poetry (1-3)** Craft-based instruction in specific formal issues in the tradition of poetry. Assignments will include original poetry, extensive reading, and may also include writing critiques, papers, exercises, etc. May be repeated once for credit.

**CRW 544. Fiction Writing Workshop (1-3)** Instruction in writing fiction, with classroom critique of students' work and work by professionals. Includes study of publishing markets. M.F.A. students may repeat for credit without limit.

**CRW 545. Forms of Creative Nonfiction (1-3)** Craft-based instruction in specific formal issues in the tradition of nonfiction. Assignments will include original nonfiction, extensive reading, and may also include writing critiques, papers, exercises, etc. May be repeated once for credit.

**CRW 546. Workshop in Writing the Novel I (3)** Instruction in conceiving, outlining, and writing the novel, with special emphasis on structure and narrative design. Includes classroom critique of student writing as well as study of published novels and writings on aesthetics. M.F.A. students may repeat for credit without limit.

**CRW 547. Forms of Fiction (1-3)** Craft-based instruction in specific formal issues in the tradition of fiction. Assignments will include original fiction, extensive reading, and may also include writing critiques, papers, exercise, etc. May be repeated once for credit.

**CRW 548. Workshop in Writing the Novel II (3)** Prerequisite: CRW 546 or consent of instructor. Instruction in developing, writing, and finishing the novel, with special emphasis on continuity and profluence. Includes classroom critique of student writing as well as study of published novels and writings on aesthetics. M.F.A. students may repeat for credit without limit.

**CRW 550. Workshop in Creative Nonfiction (1-3)** Instruction in writing essays, articles, and/or memoirs, with classroom critique of students' work and work by professionals. Includes study of publishing markets. M.F.A. students may repeat for credit without limit.

**CRW 560. Publishing Practicum (1-3)** Prerequisite: CRW 523 or CRW 524, and permission of instructor. Practical course in book publishing, in conjunction with the CRW Publishing Laboratory. Hands-on experience editing, designing, and producing publications and promotional materials for the Pub Lab imprint. M.F.A. students may repeat for credit without limit.

**CRW 580. Special Studies in Creative Writing (1-3)** Intensive examination of a particular subject in creative writing. Topics vary from semester to semester, and may include study of an author, literary movement or period. May be repeated under different subtitles without limit.

**CRW 581. Studies in International Writing and Translation (1-3)** Intensive examination of specific formal issues in international writing and translation. Assignments will include extensive reading, and may also include translation projects, written critiques, papers, and exercises. May be repeated once for credit.

**CRW 591. Directed Independent Study (1-3)** Students must secure permission of the graduate coordinator. May be taken twice for credit. May not be taken concurrently with CRW 599 or used for thesis research.

**CRW 598. Internship in Applied Creative Writing (1-6)** Prerequisite: 12 hours of graduate course credit or permission of instructor. Maximum hours for degree credit is six hours. Supervised professional experience in an area of creative writing studies including but not limited to editing, publishing, writing, writing instruction, and film production. Specific goals and assignments to be set and evaluated by instructor.

**CRW 599. Thesis (1-6)**

## DEPARTMENT OF SOCIOLOGY AND CRIMINOLOGY

### MASTER OF ARTS IN CRIMINOLOGY AND PUBLIC SOCIOLOGY

**Graduate Coordinator:** Dr. Leslie Hossfeld

**Graduate Coordinator:** Dr. Mike Maume

The Department of Sociology and Criminology offers a program of study that leads to the Master of Arts in degree in criminology and public sociology. The goal of the program is to train students to use theoretical and methodological tools that will allow them to acquire and apply specific information to particular social problems or to improve the quality of life. MA students will be able to concentrate in either criminology or public sociology. Graduates will be prepared for careers as evaluators, researchers, planners, managers, advisors, program directors and policy makers. The program will also provide a strong foundation for those who seek to pursue the Ph.D. in traditional criminology and sociology programs.

#### Admission Requirements

Applicants are required to submit the following to the Graduate School:

- An application for graduate admission
- 1. Official transcripts of all college work (undergraduate and graduate)
- 2. Official scores on the Graduate Record Examination (GRE)
- 3. Three recommendations by individuals in professionally relevant fields; at least two must be from academics
- 4. An essay explaining how the MA in criminology and public sociology may assist the candidate in meeting her or his personal goals
- 5. Students must have a 3.0 overall undergraduate GPA

#### Degree Requirements

- 1. The program requires a minimum of 33 semester hours of graduate study, 27 of which must be in criminology and public sociology.
- 2. All students must complete a minimum of 27 semester hours of course work plus six (6) hours of either internship (CRM/SOC 598) or thesis (CRM/SOC 599).
- 3. Only six (6) hours of graduate coursework outside the department will count towards graduate degree credit requirements.
- 4. Students may elect between an internship option CRM/SOC 598 (6 hours) or a thesis option CRM/SOC 599 (6 hours). Each student must successfully, orally, defend a thesis or internship proposal prior to registering for thesis or internship hours.
- 5. Each student must pass an oral defense of either the thesis or internship.
- 6. All students are required to take 15 hours of core coursework: CRM/SOC 500, CRM/SOC 502, CRM/SOC 503, CRM/SOC 504, CRM/SOC 505.
- 7. All students are required to take the Qualifying Oral Exam near the end of completion of the first 9 hours of MA study. The purpose of the qualifying exam is to: 1) assess the candidate's status in the program; 2) have the candidate declare a concentration in either criminology or public sociology; 3) have the candidate design a course of study for the remainder of the program, with the assistance of graduate faculty.
- 8. Students must earn a "B" or above in all graduate courses taken to earn graduate credit in the program.
- 9. Transfer work must be equivalent to a "B" or better, and courses must be acceptable to the student's advisory committee. A minimum of 27 semester hours of graduate study must be completed in residence.
- 10. This program shall be completed within five years of the date of first registration for graduate study.

#### Required Courses: Five courses are required for all students. (15 credit hours)

CRM/SOC 500	Social Research Methods	(3)
CRM/SOC 502	Evaluation, Methods and Policy	(3)
CRM/SOC 503	Sociological Theory	(3)
CRM/SOC 504	Data Analysis	(3)
CRM/SOC 505	Pro Seminar	(3)

#### Student must complete one of the following. (6 credit hours)

CRM/SOC 598	Internship	(6)
or		
CRM/SOC 599	Thesis	(1-6)

**Additional required hours should be chosen from approved electives. (12 credit hours)**

**GRADUATE PROGRAM IN CRIMINOLOGY AND PUBLIC SOCIOLOGY**  
**Course Descriptions**

**CRM/SOC 500. Social Research Methods (3)** Analysis of process of social research in terms of problem definition, research design, data sources, and methods of data analysis. Emphasis will be placed on the application of research methods to practical problems.

**CRM/SOC 502. Evaluation, Methods, and Policy (3)** Advanced research methods course focusing on the techniques and principles of evaluation research. Emphasis will be on methods of evaluation and research design, instrument development, data collection techniques within a public/applied setting. Additionally, students will become familiar with the policy implications and consequences of evaluation research.

**CRM/SOC 503. Sociological Theory (3)** Analysis of sociological theories and theoretical perspectives, with emphasis on their practical application to contemporary society.

**CRM/SOC 504. Data Analysis (3)** The purpose of this course is to instruct students in techniques of quantitative data analysis. It will explore techniques to describe and make inferences from univariate, bivariate and multivariate data. Students will learn to evaluate scholarly literature that makes use of such methods. They will also have the opportunity to apply these statistics to current social problems.

**CRM/SOC 505. Pro Seminar (3)** Focus on the professional role of social scientists in different types of organizational contexts as constrained by organizational policies and protocol, professional codes of ethics, budgets, client needs, politics, professional commitment, technology, inter-organizational linkages, and other considerations.

**CRM/SOC 506. Qualitative Data Analysis (3)** An introduction to qualitative methods of data gathering and analysis in sociology and criminology. Specific content will cover: participant observation, in-depth interviewing, content analysis, field methods. Students are required to collect and analyze qualitative data. A final research paper demonstrating these methods is required.

**CRM/SOC 507. Community-Based Participatory Research Methods (3)** Focus on engaged methodologies that facilitate community-based participatory research (CBPR). Attention will be given to the history of CBPR, ethics, logic and methods of community-based research, research design, conceptualization, measurement and sampling, modes of observation, data gathering and analysis and democratization of the research process through validating multiple forms of knowledge.

**CRM/SOC 515. Advanced Victimology (3)** A sociological examination of victimization and formal responses to victimization. Empirical patterns of specific forms of victimization will be discussed, including: domestic violence, sexual violence, corporate violence, political violence, etc.

**CRM 510. World Criminal Justice Systems (3)** Comparative study of criminal justice systems throughout the world. Attention to historical, structural, political, legal and philosophical similarities and differences.

**CRM 516. Crime and Social Control (3)** A theoretical foundation for understanding formal social control strategies in response to crime patterns. Will present a history of incarceration, decarceration, diversion, and rehabilitation programs.

**CRM 517. Death Penalty (3)** A sociological examination of capital punishment in the USA. Emphasis will be placed on US Supreme Court decisions, sociological research on various aspects of deterrence, racial bias, public opinion, and wrongful convictions.

**CRM/SOC 530. Restorative Justice (3)** Restorative justice practices will be examined theoretically, empirically, and historically. Emphasis will be placed on Australia, New Zealand, the United Kingdom, Canada and the United States. Specific content includes: juvenile crime, violence against women, aboriginal/indigenous justice, victims and offenders needs.

**CRM/SOC 535. Sociology of Deviant Behavior (3)** Examines what comes to be considered, and treated, as deviant behavior in historical, cultural, and societal context, linking theories as to the causes and appropriate management of deviant behavior to changes in that larger context.

**CRM 540. Race, Class, Gender and Crime (3)** Examines the intersection of race, class, and gender with regard to criminal offending and victimization. Emphasis will be placed on the application of criminological theory to the explanation of variations in patterns of crime in relation to race, class, and gender. Additionally, this course will examine the policy implications of the current explanations.

**CRM/SOC 549. Sociology of Law. (3)** Review of theoretical and empirical developments in the sociology of law, including classical and modern sociological theories of law and selected sociological themes of law in various social settings.

**CRM 560. Interpersonal Violence (3)** A sociological approach to the study of interpersonal violence, including discussion of theory, methods, and empirical findings of structural, cultural, and situational criminological research on the topic.

**CRM/SOC 561. Seminar in Criminology (3)** An overview of the breadth of topics that comprise the discipline of criminology, with emphases on theoretical explanations and the various reactions to crime in society.

**CRM 570. Drug Problems and Crime (3)** Results from numerous studies have found illicit drugs, especially illicit drug sales, are linked to a myriad of crime, especially violent crime. The role of drugs in crime events and patterns of use are a focus of the course. Additionally, the topics of addiction, drug markets, both national and international and drug policy implementation and change will be addressed.

**CRM/SOC 580. Social Justice (3)** A sociological examination of social justice, and policies that proclaim to promote social justice in the United States. The class examines various forms of institutionalized inequality on the basis of social class, race/ethnicity, gender, and sexuality. Social policy solutions are also examined.

**CRM 585. Communities and Crime (3)** The course is designed to immerse students in research and policies related to communities and crime. The course will cover classic and contemporary contributions from the social sciences, with a primary focus on crime and place across American space along with occasional stops outside the U.S. borders. The course will also examine how communities deal with, and are affected by, crime and criminal offenders.

**CRM/SOC 591. Directed Independent Study (1-3)** Independent investigation of research topic in a selected area of criminology or public sociology.

**CRM/SOC 592. Special Topics in Criminology and Public Sociology (3)** Intensive study of selected topics in criminology and/or public sociology.

**CRM/SOC 598. Internship (6)** Prerequisite: permission from instructor and successful defense of internship proposal. Supervised participation in field experience, includes written final research report. Will be graded satisfactory (S) or unsatisfactory (U).

**CRM/SOC 599. Thesis (1-6)** Prerequisite: Successful defense of thesis proposal. Intensive study of a topic selected by the student and approved by thesis committee. Will be graded satisfactory (S) or unsatisfactory (U).

**SOC 501/GRN 501. Aging and Society (3)** Study of age as a structural feature of changing societies and groups, aging as a social process, and age as dimension of stratification. May be taken for elective credit in the GLS program.

**SOC 508. Public Sociology Seminar (3)** An overview of the roots of public sociology and current debates surrounding public sociology. Methods, theory and praxis will be examined.

**SOC 516. Globalization and Development (3)** Globalization is one of the most important features of the contemporary world, which describes a socioeconomic system of interdependence unprecedented in terms of scope and intensity. What is less clear and still under debate, however, is the nature and the consequences of globalization: Who has pushed it forward and who benefits from it? This course will review the process of globalization and critically examine the different perspectives on it. Students will better understand how globalization has influenced (and will change) our and other's life and development

**SOC 518/GRN 518. (418) Women and Aging (3)** Examines women's experiences of old age and the aging process. Specific emphasis on family, medical, and economic institutions. May be taken for elective credit in the GLS program.

**SOC 520. Political Economy of Rural Development (3)** Examination of the development and underdevelopment of rural economies. Emphasis is placed on the dynamics of socioeconomic political change and the ways in which current global political economy shapes rural experiences.

**SOC 521. Urban Sociology (3)** Examination of sociological theory and research on urban growth and its consequences on social behavior.

**SOC 524. Social Stratification (3)** Examination of social and economic inequalities based on social class and status as basic dimensions of individual life chances as well as of the structure and dynamics of societies and the world system. Reviews current state of the field in regard to academic and policy debates, theories, methods, crucial research findings, as well as comparative analyses.



**SOC 525. Racial and Ethnic Group Relations (3)** Examination of race and ethnicity in modern societies and the modern world system. Focuses on the causes and consequences of racism, discrimination, prejudice, racial conflict, and racial oppression in American society. Special emphasis will be given to the relationship between race/ethnicity and social class.

**SOC 526. Social Control and Social Change (3)** This course looks at how societal control mechanisms interact with a society's ability to incorporate change. Following a review of the social control literature, the class will analyze social behavior that breaks from existing patterns and expectations, such as riots, crowds, revolution, and social movements.

**SOC 531. Self, Desocialization, No-Self (3)** Explores the social construction of self and desocialization practices through the study of sociological, postmodern, and Buddhist perspectives on self and no-self.

**SOC 543. Corporations and Consumer Culture (3)** Critically examines the social significance of popular culture with special emphasis on corporations and the commercialization of culture.

**SOC 546. Tourism and Society (3)** An examination of the role of tourism and tourists in human societies. Topics may include: history and growth of mass tourism; relations between hosts and guests; tourism and development; heritage, environmental and pilgrimage tourism; tourism ethics; typologies of tourists and tourist experiences; and the social consequences of tourism.

**SOC 547. Sociology of Education (3)** Advanced analysis of the social structures and processes both affecting and characteristic of education in modern societies. Topics include: education's role in the socialization process; the ways in which education is both a product and producer of social stratification; variability in racial experiences in education; human, social, and cultural capital; social and cultural change and their impact on education.

**SOC 550. Gender (3)** This course first explores the history of social inequality associated with gender. It will explore both micro and macro factors that perpetuate inequality as well as those factors that have reduced inequality. The course will culminate with an in-depth look at current global efforts to address gender inequality.

**SOC 560. Sociological Theory (3)** Analysis of sociological theories and theoretical perspectives, with emphasis on their practical application to contemporary society.

**SOC 565. Social Psychology (3)** This course offers an overview of the current themes in contemporary Social Psychology as well as their applications. This course focuses on the social structural determinants of social behavior and social change, with an emphasis on inequality.

**SOC 567. Sociology of Health (3)** This course explores the effects of social structural inequality on health. It looks at the history of social, economic, and political factors that have affected health and well-being. It covers comparative health care systems as well as current issues concerning the United States health care system.

**SOC 568. Media and Democracy (3)** Critically examines the social, cultural, and political consequences of privately-owned corporate media, and the important role of independent media, in a democratic society.

**SOC 569. Intersectionality in Media (3)** Critically examines the intersectionality of race/ethnicity, class, gender, and sexuality in popular media.

**SOC 584. Community Development (3)** Analysis of principles, theory and practice of community change and development. Examination of multiple definitions of community and the contribution of community capitals to community well-being.

**SOC 586. Sociology of Work, Occupations and the Labor Force (3)** Theories of work and occupations; the changing structure of the labor force, the relationships between work, the individual and society. Focus on the changes in the place of work in society corresponding to technological and organizational change. Specific topics may include workplace restructuring, women and minorities in the labor force, and relations between labor and management.

**SOC 587. Sociology of Organizations (3)** Analysis of organizational theory and research applied to issues in contemporary society; topics include organizational social psychology, organizational structure and process, and inter-organizational relationships.

**SOC 590. Sociology of Poverty (3)** Analysis of trends, measurement, and extent of poverty in the United States. Examination of sociological theory explaining poverty, social policy addressing poverty, specifically welfare reform, and its consequences.

## DEPARTMENT OF ENGLISH

### MASTER OF ARTS IN ENGLISH

**Graduate Coordinator:** Dr. Meghan Sweeney

The Department of English offers a program of study leading to the Master of Arts degree in English. Specific goals of the program are: (1) to provide advanced research and educational opportunities in English studies; (2) to offer a broad-based graduate program that will provide students with opportunities to specialize in historical and contemporary critical approaches to literature, language and literacy, rhetoric and composition, cultural studies, pedagogy, and professional, technical, and electronic writing; and (3) to prepare students for further graduate work leading to the Ph.D.

#### Admission Requirements

Applicants seeking admission to the graduate program in English are required to submit the following to the Graduate School (all six items MUST be received by the Graduate School before the application will be forwarded to the department for action):

1. An application for graduate admission
2. Official transcripts of all college work (undergraduate and graduate)
3. Official scores on the verbal, quantitative, and analytical writing sections of the Graduate Record Examination (no more than five years old)
4. Three recommendations by individuals in professionally relevant fields, addressing the applicant's demonstrated academic skills and potential for graduate study.
5. A ten-page analytical writing sample that includes a bibliography citing secondary sources in MLA format.
6. A statement of interest (500 words)

The minimum requirements for acceptance are the following: an acceptable score on the Graduate Record Examination, a satisfactory response to the statement of interest attached to the application form, a bachelor's degree from an accredited college or university or its equivalent in a foreign institution based on a four-year program, and a strong overall academic record with a "B" average or better in the undergraduate major. However, meeting minimal GRE scores and grade requirements does not in itself guarantee admission. Applicants who are not undergraduate English majors must have completed 12 hours of upper level English courses or have this requirement waived by the graduate coordinator.

The deadline for receiving applications is April 1 for the fall semester and November 1 for the spring semester. All interested applicants will be considered for teaching assistantships, which will be awarded on a competitive basis, ordinarily in April for the following academic year. Applicants seeking graduate assistantships are urged to complete their applications well before the deadline.

#### Degree Requirements

1. The M.A. program requires a minimum of 36 semester hours of graduate study, including ENG 501, ENG 502 or ENG 552, and ENG 599 (6 hours) for students enrolled in the thesis option.
2. Students may substitute one graduate course (3 hours) from outside the department with the prior approval of the Graduate Coordinator.
3. At least 30 semester hours must be completed in residence at UNCW; a maximum of six semester hours may be transferred from another accredited institution. Grades on transfer work must be equivalent to a "B" or better.
4. A written comprehensive exam must be successfully completed.
5. Students may select a thesis or non-thesis option. Students pursuing the thesis option must complete 30 semester hours of graduate course work, register for ENG 599 thesis (6 hours) in their last two semesters, and present and defend a thesis, acceptable to the student's thesis committee, prior to graduation. Students pursuing the non-thesis option will complete 36 hours of graduate course work.
6. Students must complete the program within five years of the date of first registration for graduate study.

### GRADUATE PROGRAM IN ENGLISH

#### Course Descriptions

**ENG 501. Introduction to Research Methods in English (3)** English majors only or consent of instructor. Analysis of the content of English studies, stressing bibliographic tools and the aims and methods of literary and writing research.

**ENG 502. Introduction to Literary Theory (3)** English majors only or consent of instructor. Analysis of the philosophical, historical, and social foundations of literary theory. Emphasis on problems of meaning, interpretation, and evaluation. Examination of relevant critical figures and schools in historical context.

**ENG 503. Theory and Practice of Teaching Composition (3)** English majors only or consent of instructor. Critical analysis of current composition theories and classroom practices; examination of teaching and learning theories related to composition courses. Required for second-semester graduate teaching assistants.

**ENG 504. (430) The Age of Chaucer (3)** A survey of works written in medieval England. Included are The Canterbury Tales, selections from Chaucer's other works, and representative works in such genres as chronicle, biography, epic, romance, dream vision, and drama.

**ENG 505. (431) The Age of Elizabeth (3)** English literature in the sixteenth and early seventeenth centuries. Works studied include poetry by Spenser and Shakespeare, plays by Marlowe and Jonson, and prose by More and Sidney.

**ENG 506. (432) The Age of Milton (3)** Emphasis on the works of Milton. Also includes works by Donne, Herbert, and Bacon.

**ENG 507. Studies in Short Fiction (3)** Study of short fiction as a genre. May focus on an author, theme, period, the short story, the novella, traditions, conventions, or forms. May be repeated for credit under a different subtitle.

**ENG 508. Studies in Nonfiction (3)** Study of nonfiction prose. May focus on a form such as biography, autobiography, memoir, the journal, or various forms of essays. May be repeated for credit under a different subtitle.

**ENG 509. (490) Topics in Literature (3)** The study of a selected theme, movement, period, influence, or genre. Content varies from semester to semester. May be repeated for credit under a different subtitle.

**ENG 510. Theory and Practice of Cultural Studies (3)** In various forms, this course will introduce graduate students to the history, theory, vocabulary, and critical strategies commonly employed in cultural studies. While critical and topical emphasis may vary from section to section, this course will present students with the notion of culture in broad social, aesthetic, ethical, and political contexts so as to prepare them for more advanced research in cultural studies.

**ENG 511. Studies in the Novel (3)** Study of the novel as a genre. May focus on the history of the novel, major authors, a theme, a period, narrative technique, or form. May be repeated for credit under a different subtitle.

**ENG 513. Studies in Poetry (3)** Study of poetry as a genre. May focus on an author, theme, period, poetic form, or traditions and conventions. May be repeated for credit under a different subtitle.

**ENG 514. Studies in Drama (3)** Study of drama as a genre. May focus on an author, theme, period, dramatic form, or traditions and conventions. May be repeated for credit under a different subtitle.

**ENG 525. Studies in Linguistics (3)** In-depth study of a topic in linguistics. May be repeated for credit under a different subtitle.

**ENG 526. English Grammar for ESL Teaching (3)** Study and analysis of the structure and components of the English language. Prepares students to design, implement, and assess strategies and methods of teaching grammar to English language learners.

**ENG 551. Studies in Professional Writing (3)** Advanced instruction in writing for a particular field, including but not limited to business, science, and technology. May be repeated for credit under a different subtitle.

**ENG 552. Rhetoric and Culture (3)** Theoretical analysis of significant developments in the history of rhetoric with emphasis on the influence of rhetoric on written composition.

**ENG 553. Studies in Rhetoric and Literacy (3)** Study of a topic in rhetoric or literacy. Topics vary; typical offerings might include the work of one or more theorists or theories, current issues in the field of literacy studies, or other themes. May be repeated for credit under a different subtitle.

**ENG 555. Language, Meaning and Culture (3)** Analysis of theories of language, communication, and culture with emphasis on application of these theories to oral and written texts in a variety of contexts.

**ENG 556. Qualitative Research in English Studies (3)** Practical and theoretical introduction to qualitative research with a focus on research design and ethical issues.

**ENG 557. Theory and Practice of Technical Communication (3)** Introduction to principles and practices of technical communication and applications in community, business, and industry; attention to writing with technologies as well as theories of writing, editing, and usability.

**ENG 559. Pedagogies of Reading and Writing (3)** Introduction to current topics in literacy pedagogy and their influences (e.g., feminism, literary theories, electronic technologies, social construction), with emphasis on theory in practice.

**ENG 560. Studies in British Literature (3)** Study of a period, theme, movement, major author, or genre in British literature. May be repeated for credit under a different subtitle.

**ENG 561. Studies in American Literature (3)** Study of a period, theme, movement, major author, or genre in American literature. May be repeated for credit under a different subtitle.

**ENG 564. Studies in Children's/Young Adult Literature (3)** Study of texts within the fields of adolescent and children's literature. May include classic or modern literature for younger audiences, fairy tales, picture books, theory and criticism of children's literature, or children's film. May be repeated for credit under a different subtitle.

**ENG 565. Studies in European Literature in Translation (3)** Study of major traditions in European literature in translation. May be repeated for credit under a different subtitle.

**ENG 566. Studies in Anglophone World Literature (3)** Study of texts from the anglophone world. May include emphases on postcolonialism, globalization, or regionally-specific topics. May be repeated for credit under a different subtitle.

**ENG 572. Studies in Literary Criticism (3)** In-depth study of the work of one or more theorists or theories of literary criticism. May be repeated for credit under a different subtitle.

**ENG 580. Studies in Literature (3)** Intensive examination of a special area of literary study. May be repeated for credit under a different subtitle.

**ENG 591. Directed Independent Study (3)** Students must secure permission of the graduate coordinator. May be taken once. May not be taken concurrently with ENG 599 or used for thesis research.

**ENG 596. Internship in Applied English Studies (UNCW Campus) (1-3)** Prerequisite: Nine hours of graduate course credit for MA in English and permission of instructor. Supervised professional experience on the UNCW campus in an area of English studies, includes but not limited to editing, publishing, writing, and writing instruction. Specific goals and assignments to be set and evaluated by instructor.

**ENG 598. Internship in Applied English Studies (1-3)** Prerequisite: Nine hours of graduate course credit for M.A. in English and permission of instructor. Supervised professional experience in an area of English studies including but not limited to editing, publishing, writing, writing instruction, and film production. Specific goals and assignments to be set and evaluated by instructor.

**ENG 599. Thesis (1-6)**

## DEPARTMENT OF ENVIRONMENTAL STUDIES

### MASTER OF ARTS IN ENVIRONMENTAL STUDIES

**Graduate Coordinator:** Dr. Jeff Hill

The Master of Arts in Environmental Studies is an interdisciplinary graduate degree designed for professionals, practitioners, citizens and students who wish to strengthen their knowledge of the environment. The multidisciplinary nature of this program provides the student with a unique balance of the scientific background necessary for sound environmental decision-making within the context of educational, political, sociological, economic and legal frameworks. This approach is intended to produce future and current environmental professionals with the broad perspective necessary to be effective leaders in the field.

#### Admission Requirements



To ensure consistency in course sequencing, the majority of admissions will occur in the fall semester of each academic year. The deadline for submitting applications for fall admission is **March 15**. In the event of openings for spring admission, the deadline is **September 15**.

Applicants seeking admission to the Master of Arts in Environmental Studies program are required to submit the following to the Graduate School:

1. An application for graduate admission
2. Official transcripts of all prior university or college work (undergraduate and graduate)
3. Official scores on the Graduate Record Exam (GRE) less than five years old
4. Three recommendations by individuals in professionally relevant fields
5. A personal statement describing educational and professional experiences, reasons for pursuing graduate study in environmental studies and career goals

Applicants seeking admission to the program must meet the following requirements:

1. Successful completion of a bachelor's degree from an accredited university or college, or its equivalent (due to the diversity of areas of emphasis within the program, it is not required that the successful applicant possess a degree in Environmental Studies)
2. Strong academic performance in an undergraduate curriculum indicated by a minimum of a GPA of 3.0 or higher, or its equivalent
3. Indication of graduate academic potential reflected by satisfactory performance on the Graduate Record Examination
4. Indication of graduate academic potential reflected by three letters of recommendation from individuals in professionally relevant fields
5. Concurrency of personal goals with the focus of the environmental studies graduate curriculum

Individuals who fall below one of these criteria may be admitted if other factors indicate potential for success. Individuals with identified deficiencies may be accepted provisionally with specified plans and goals for the remediation of these deficiencies. Such remediation may include a requirement of additional hours beyond those normally required for the degree.

#### Degree Requirements

The program requires the satisfactory completion of 33 credit hours of approved graduate level courses consisting of the following: 15 credit hours of core classes designed to provide a foundation in environmental studies; 3 credit hours of practicum or final project designed to link theory with practice; 15 credit hours in an approved concentration. A maximum of 6 total credit hours from any combination of EVS 591, EVS 597, and/or EVS 598 may be applied toward the degree.

#### Core Requirements (15 credit hours)

All students are required to complete the following classes:

EVS 501	Introduction to Environmental Problems and Policy	(3)
STT 501	Applied Statistical Methods	(3)
EVS 515	Field Methods in Environmental Studies	(3)
EVS 518	Research Methods in Environmental Studies	(3)

One course from:

BIO 534	Advanced Topics in Ecology	(3)
ENG 557	Theory and Practice of Technical Communication	(3)
ECN 525	Environmental Economics	(3)
ECN 530	Natural Resource Economics	(3)

EVS 505	Advanced Environmental Studies	(3)
EVS 564	Natural Resource Policy and Administration	(3)
EVS 570	Advanced Environmental Law and Policy	(3)
HST 533	Seminar: U.S. Environmental History	(3)
PLS 543	Environmental Policy Analysis	(3)
PLS 544	Resource Economics	(3)
PLS 562	International Environmental Policy	(3)

### **Applied Learning (3 credit hours)**

To ensure that students are able to employ skills and knowledge gained in the program within an applied, capstone setting, they are required to complete either the Seminar/Final Project or the Practicum in Environmental Studies. Both courses provide extended opportunities for fieldwork, research or creative projects and helps the student to bridge related theory with practical applications. Determination of which curricular direction will be taken is based upon the level of prior professional experience in the environmental field, requiring progressive levels of responsibility. Those individuals with 3 or more years in the field will complete the Seminar/Final Project. Those with less than 3 years will complete the Practicum in Environmental Studies. Students are required to complete a minimum of 3 credit hours of applied learning.

EVS 595	Seminar/Final Project (3) <i>or</i>
EVS 597	Practicum in Environmental Studies (1-6)

### **Concentrations (15 credit hours)**

All students are also required to pursue a concentrated area of study in Environmental Education and Interpretation, Coastal Management, or Environmental Management. Students can also elect to plan their own curriculum in the Individualized Study concentration. Students electing to pursue the Individualized Study concentration should consult with the Environmental Studies graduate coordinator. A maximum of 6 total credit hours from any combination of EVS 591, EVS 597, and/or EVS 598 may be applied toward the degree.

#### **Coastal Management**

All students pursuing a concentration in Coastal Management must complete the following:

EVS 520	Foundations of Coastal Management	(3)
12 credit hours of electives approved by the EVS graduate program advisor		

#### **Environmental Education and Interpretation**

All students pursuing a concentration in Environmental Education and Interpretation must complete the following:

EVS 525	Foundations of Environmental Education and Interpretation	(3)
12 credit hours of electives approved by the EVS graduate program advisor		

#### **Environmental Management**

All students pursuing a concentration in Environmental Management must complete the following:

EVS 540	Foundations of Environmental Management	(3)
12 credit hours of electives approved by the EVS graduate program advisor		

#### **Individualized Study**

All students pursuing an Individualized Study concentration must complete the following:

15 credit hours of electives approved by the EVS graduate program advisor

## **POST-BACCALAUREATE CERTIFICATE PROGRAM IN ENVIRONMENTAL STUDIES**

**Graduate Coordinator:** Dr. Jeff Hill

The Post-baccalaureate Certificate Program in the Department of Environmental Studies is a broad-based, multidisciplinary curriculum for professionals, practitioners, citizens and students who wish to strengthen their knowledge of the environment. The curriculum is designed as a complement to degree-granting graduate programs in related content areas, thereby providing enhanced opportunities for development of the knowledge and practical skills necessary to analyze, assess and propose solutions to environmental issues. Post-baccalaureate certificates from the Department of Environmental Studies are available in Coastal Management, Environmental Education and Interpretation, and Environmental Management.

## Admission Requirements



To ensure consistency in course sequencing, the majority of admissions will occur in the fall semester of each academic year. The deadline for submitting applications for fall admission is **April 15**. In the event of openings for spring admission, the deadline is **October 15**. Admission to the program requires successful completion of or concurrent enrollment in a graduate, degree-granting academic program in an accredited university.

Applicants seeking admission to the Post-Baccalaureate Certificate in Environmental Studies program are required to submit the following to the Graduate School:

1. An application for graduate admission
2. Official transcripts of all prior university or college work (undergraduate and graduate)
3. Official scores on the Graduate Record Exam (GRE) less than five years old
4. Three recommendations by individuals in professionally relevant fields
5. A personal statement describing educational and professional experiences, reasons for pursuing graduate study in environmental studies and career goals

Applicants seeking admission to the program must meet the following requirements:

1. Successful completion of a bachelor's degree from an accredited university or college, or its equivalent (due to the diversity of areas of emphasis within the program, it is not required that the successful applicant possess a degree in Environmental Studies)
2. Successful completion or concurrent enrollment in a graduate, degree-granting academic program in an accredited university.
3. Strong academic performance in an undergraduate curriculum indicated by a minimum of a GPA of 3.0 or higher, or its equivalent
4. Indication of graduate academic potential reflected by satisfactory performance on the Graduate Record Examination
5. Indication of graduate academic potential reflected by three letters of recommendation from individuals in professionally relevant fields
6. Concurrency of personal goals with the focus of the environmental studies graduate curriculum

## Certificate Requirements

The program requires 18 hours. Students complete an introductory course (Introduction to Environmental Problems and Policy) and either a practicum or a capstone course (Final Project/Seminar). Students will then complete a foundations course for the certificate in which they are enrolled. Nine hours of approved electives complete the certificate program. A maximum of 6 total credit hours from any combination of EVS 591, EVS 597, and/or EVS 598 may be applied toward the certificate. Students in the post-baccalaureate certificate must have either completed or be concurrently enrolled in a graduate, degree-granting program.

### Required Introductory Course (3 credit hours)

EVS 501      Introduction to Environmental Problems and Policy      (3)

### Applied Learning (3 credit hours)

To ensure that students are able to employ skills and knowledge gained in the program within an applied, capstone setting, they are required to complete either the Seminar/Final Project or the Practicum in Environmental Studies. Both courses provide extended opportunities for fieldwork, research or creative projects and helps the student to bridge related theory with practical applications. Determination of which curricular direction will be taken is based upon the level of prior professional experience in the environmental field, requiring progressive levels of responsibility. Those individuals with 3 or more years in the field will complete the Seminar/Final Project. Those with less than 3 years will complete the Practicum in Environmental Studies. Students are required to complete a minimum of 3 credit hours of applied learning.

EVS 595      Seminar/Final Project (3) *or*  
EVS 597      Practicum in Environmental Studies (1-6)

### Certificate concentrations (12 credit hours)

All students are also required to pursue a concentrated area of study in Coastal Management, Environmental Education and Interpretation, or Environmental Management. A maximum of 6 total credit hours from any combination of EVS 591, EVS 597, and/or EVS 598 may be applied toward the degree.

### Coastal Management Certificate

All students pursuing a certificate in Coastal Management must complete the following:

EVS 520      Foundations of Coastal Management      (3)  
9 credit hours of electives approved by the EVS graduate program advisor



**Environmental Education and Interpretation Certificate**

All students pursuing a certificate in Environmental Education and Interpretation must complete the following:

EVS 525 Foundations of Environmental Education and Interpretation (3)

9 credit hours of electives approved by the EVS graduate program advisor

**Environmental Management Certificate**

All students pursuing a certificate in Environmental Management must complete the following:

EVS 540 Foundations of Environmental Management (3)

9 credit hours of electives approved by the EVS graduate program advisor

## **GRADUATE PROGRAM IN ENVIRONMENTAL STUDIES**

### **Course Descriptions**

**EVS 501. Introduction to Environmental Problems and Policy (3)** Introduction to critical and practical skills necessary to identify, analyze, and assess environmental problems. Includes study and review of environmental policy issues.

**EVS 505. Advanced Environmental Studies (3)** Interdisciplinary examination into the scope of environmental studies. Emphasis will be placed upon integrated analysis of environmental principles through investigation of current environmental issues.

**EVS 515. Field Methods in Environmental Studies (3)** A survey of methods, techniques and instrumentation used in environmental fieldwork. Focus is upon data gathering, analysis, interpretation and application to environmental management. Required field trips.

**EVS 518. Research Methods in Environmental Studies (3)** Prerequisite: STT 501 or permission of Instructor. Introduction to select research processes used in environmental studies, throughout project development, research implementation, data analysis and reporting. Scientific ethics, quality assurance and investigator safety will be emphasized. Students will gain experience in both quantitative and qualitative approaches to research.

**EVS 520. Foundations of Coastal Management (3)** Interdisciplinary investigation into the relationship between human society and coastal ecosystems, focusing upon the political, economic, socio-cultural and scientific challenges facing coastal managers. Core principles of coastal management will be used to develop potential solutions to contemporary coastal issues. Required field trips.

**EVS 525. Foundations of Environmental Education and Interpretation (3)** Principles, philosophies and methodologies of environmental education and interpretation are examined within both formal and informal educational settings. Extensive field-based opportunities will allow students to not only develop foundational knowledge but to gain practical experience in developing, implementing and evaluating environmental education and interpretation programming. Required field trips.

**EVS 530. (EVS 430) Tropical Environmental Ecology (3)** An in-depth introduction to the issues, debates, and conservation of tropical environments, especially focusing on current ecological, social, and economic environmental problems. Emphasis will be on the Neotropics, located in Central and South America and the Caribbean, though all tropical locations, Asian, African, Australian, and Polynesian will be covered.

**EVS 540. Foundations of Environmental Management (3)** Policies and processes related to environmental management are examined within the context of the political, economic, socio-cultural and scientific challenges facing environmental managers today. Both regulatory and non-regulatory approaches to environmental management are examined within the public and private sectors. Required field trips.

**EVS 554. Remote Sensing For Environmental Management (3)** Prerequisite: GGY 520 or GGY 522 or Permission of Instructor. Principles of remote sensing and its use in assessing and enhancing environment management. Students will learn concepts pertaining to remote sensing, principal sensors, data available, utility of the data for environmental management, data acquisition and processing, output data interpretation and use for management decision-making.

**EVS 555. Geospatial Analysis for Environmental Management (3)** Prerequisite: GGY 520 or GGY 522 or EVS 554 or Permission of Instructor. A problem-based approach to GIS, wherein students develop a GIS, manage data acquired from different sources, create new data, derive data and generate desired/required outputs. Students will enhance/develop geospatial analysis skills, ranging from basic GIS analysis to use of different extensions and remote sensing data while working on their

own projects. Students will cover all aspects of a geospatial project, ranging from elaboration of a proposal, to presenting their results to the public.

**EVS 560. (EVS 460) Using Advanced Technologies to Teach About the Environment (3)** This course will focus on the use of new technologies to teach about the environment; current issues and trends in environmental education; the development, implementation, and assessment of new technologies; and effective instructional strategies to teach key environmental principles and concepts.

**EVS 564. Natural Resource Policy (3)** Existing natural resource laws, institutions and programs are summarized in their historical context and in relation to current natural resource issues. Philosophical underpinnings of policy positions are examined and discussed to facilitate greater understanding of implicit goals. Class presents models of policy creation, implementation, and reform, with specific examples focusing on natural resource management.

**EVS 570. Advanced Environmental Law and Policy (3)** Prerequisite: EVS 501. Analysis of issues related to the regulatory process, including research methods and current topics in environmental law and policy. Methodology and impacts of current and proposed policies will also be reviewed.

**EVS 572. (EVS 472) Coastal Protected Areas Management (3)** Prerequisite: EVS 520 or permission of Instructor. Study of resource management focused on protected areas maintained by government agencies and by private non-profit organizations. Emphasis will be on natural area significance, site selection, management plan development, policy formulation, protection options, use conflicts and public relations.

**EVS 577. Environmental Site Assessment (3)** Study of ASTM guidelines for environmental site assessment. Emphasis on historic overview, regulations, and preparation methods associated with environmental site assessment. Lecture and field trips.

**EVS 578. (478) Hazardous Waste Operations and Emergency Response (HazWOpER) (3)** Study of the physical and chemical hazards present at hazardous waste sites and those encountered during environmental clean-ups, as well as OSHA regulations pertaining to those sites. The class will meet the 40 CFR 1910.120 requirements for 40+ hours of training and OSHA certification will be issued.

**EVS 580. Research Diving (3)** Prerequisite: SCUBA certification, medical exam and permission of Instructor. Training in advanced diving, research diving enriched air nitrox, rescue diving and oxygen administration techniques. Students will receive AAUS (American Academy of Underwater Science) Completion of Training Certificate.

**EVS 591. Directed Independent Study (1-3)** See graduate coordinator for details and permission.

**EVS 592. Special Topics in Environmental Studies (1-3)** Topics of special interest in environmental studies not covered by current courses. May be repeated for credit.

**EVS 595. Seminar/Final Project (3)** Field, laboratory or literature-based research on selected topics in environmental planning and policy developed, implemented and presented in collaboration with selected faculty, staff and/or environmental professionals.

**EVS 597. Practicum in Environmental Studies (1-6)** Prerequisite: Permission of Instructor. Advanced field placement and experience in non-profit, governmental or private sector. Provides extended opportunities for fieldwork, research or creative projects and includes related theory to practical applications.

**EVS 598. Internship (1-3)** Supervised experience with credentialed professional in environmental studies.

## DEPARTMENT OF GEOGRAPHY AND GEOLOGY

### MASTER OF SCIENCE IN GEOLOGY

**Graduate Coordinator:** Dr. Michael Smith

The Department of Geography and Geology offers a program of study leading to the Master of Science degree in geology. The program provides advanced research and educational opportunities in the geological sciences and prepares students for solving contemporary problems in geology. Our faculty are prepared to supervise work in the following areas: marine and coastal geology; oceanography; geochemistry and geophysics; stratigraphy and basin analysis; environmental and resource geology; hydrogeology; geomorphology; mineralogy and petrology; paleontology and paleoecology; and structural geology and tectonics. The program includes a thesis and non-thesis option, both of which provide a foundation for employment in the environmental fields, mineral and energy industries, and government agencies. In addition the thesis option prepares students for advanced study leading to the doctoral degree, while the non-thesis option provides a foundation for employment as an entry-level professional geologist in environmental fields and firms, mineral and energy industries, and government agencies. Completion of the non-thesis option assists students toward professional licensure.

#### Admission Requirements

Applicants seeking admission to the graduate program in geology are required to submit the following to the Graduate School:

1. An application for graduate admission; including the statement of interest and degree option form.
2. Official transcripts of all college work (undergraduate and graduate)
3. Official scores on the Graduate Record Examination (verbal, quantitative, analytical writing)
4. Three recommendations by individuals in professionally relevant fields. Students seeking admission to the graduate program in geology must hold a bachelor's degree from an accredited college or university in this country or its equivalent in a foreign institution based on a four-year program, have a strong overall academic record with a "B" average on the basic courses prerequisite to geology, and satisfactory scores on the Graduate Record Examination. We accept students to our program who hold bachelor's degrees in any of the biological, earth, physical, or mathematical sciences. All students must have completed two semesters each of chemistry, physics, and calculus, and have working knowledge of physical and historical geology. Upon entrance into the master's program, the graduate advisor or the student's advisor may identify deficiencies and recommend remedies. All deficiencies must be removed before a student is accepted as a candidate for the degree.

#### Degree Requirements

##### Option 1 - Thesis

1. The program requires at least 30 semester hours of graduate credit, with a maximum of six credit hours for the thesis, three credit hours for seminars, and six credit hours of directed independent study (GLY 591). Each student must complete GLY 501 and GLY 502.
2. A maximum of six semester hours of graduate credit may be transferred from another accredited institution. Grades earned on transfer work must be equivalent to "B" or better. A minimum of 24 semester hours of graduate courses must be completed at UNCW including both course work and thesis. At least 18 semester hours must be completed in geology.
3. Each student must successfully complete a comprehensive oral examination and an approved thesis prospectus prior to registering for thesis hours.
4. Each student must complete an approved course of study including an approved thesis prospectus within five years of the date of first registration for graduate study.
5. Each student must present and defend a thesis, based on original research, acceptable to the committee, prior to graduation. The thesis defense is open to the public.

##### Option 2 - Non-Thesis

1. The program requires at least 36 semester hours of graduate credit, with a maximum of three credits for internship or final project, three credit hours for seminars, and six credit hours of directed studies.
2. A maximum of six semester hours of graduate credit may be transferred from another accredited institution. Grades earned on transfer work must be equivalent to "B" or better. A minimum of 30 semester hours of graduate courses must be completed at UNCW including course work, internship, and final project. At least 27 semester hours must be completed in the department.
3. Each student must complete the following core curriculum: GLY 501, GLY 502, GLY 525, GLY 526, GLY 565, GGY 522, and GLY 597 or GLY 598.
4. Each student will take a written comprehensive examination after the successful completion of all required core coursework with the exception of GLY 597 and GLY 598.

5. Each student must complete either GLY 597 or GLY 598, and prepare and present a scholarly paper/report acceptable to the committee, prior to graduation. A final seminar is required.

## **GRADUATE PROGRAM IN GEOLOGY**

### **Course Descriptions**

**GLY 501. Research Methods in Geology (2)** Scientific proposal preparation, experimental design, scientific ethics, library use, safety, project management, data analysis, quality assurance and computer applications. One lecture and two laboratory hours per week.

**GLY 502. Technical Communication in Geology (2)** Scientific manuscript preparation and communication techniques: writing techniques, manuscript format, abstracts, oral and poster presentations. One lecture and two laboratory hours per week.

**GLY 503. Advanced Field Methods (4)** A survey of geotechnical field techniques applicable to structural geology, geophysics, hydrology, map interpretation, rock, soil and sediment description, engineering and economic geology. Two lecture and four laboratory hours per week. Required field trips.

**GLY 510. Sedimentary Environments (3)** Prerequisite: Petrology, stratigraphy, field camp. Survey of ancient sedimentary environments with an evaluation of the criteria used in their recognition in the rock record. Specific ancient sedimentary sequences are examined and compared to their modern counterparts. Three lecture hours per week. Field trips.

**GLY 511. Clastic Petrology (3)** Prerequisite: Optical mineralogy. Classification and description of sandstones and mudrocks and evaluation of their diagenesis. Application of principles to economic deposits. Laboratory exercises concentrate on microscopic and X-ray techniques of analysis. Two lecture and three laboratory hours per week. Field trips.

**GLY 512. Carbonate Petrology (3)** Prerequisite: Optical mineralogy or permission of instructor. An examination of sedimentary, igneous, and metamorphic carbonate rocks with emphasis on observation, description and interpretation. Plus an in depth look into how carbonate petrology is applied in the exploration and exploitation of natural resources including hydrocarbons, base metals, precious metals and industrial minerals. Two lecture and three laboratory hours per week.

**GLY 513. Advanced Igneous Petrology (3)** Prerequisites: Optical mineralogy, petrology, structural geology, or permission of instructor. Principles and methodology underlying the physical and chemical processes affecting the genesis of igneous rocks in various tectonic settings. Topics include the application of thermodynamics, chemographic relationships, and phase equilibrium to the differentiation of magmas and the crystallization of igneous minerals, and geothermobarometric and geochronologic investigation of igneous rocks. Two lecture hours and three laboratory hours per week. Field trip(s).

**GLY 514. Advanced Metamorphic Petrology (3)** Prerequisites: Optical mineralogy, petrology, structural geology, or permission of instructor. Principles and methodology underlying the study of metamorphism and metamorphic facies in varying rock compositions, and petrotectonic settings. Topics include metamorphic phase equilibria and diagrams, geothermobarometry and P-T—time paths, metamorphic mineral crystallization and recrystallization, and textural relationships in metamorphic rocks having variable protoliths and histories. Two lecture and three laboratory hours per week. Field trip(s).

**GLY 515. Methods of Sedimentology (3)** Prerequisite: Petrology. A survey of the parameters of sedimentation. Emphasis on the processes involved in the formation of sedimentary rocks, including their origin, transport, deposition and lithification of rock-forming minerals. Techniques of physical and chemical analyses of sediments are stressed. One lecture and six laboratory hours per week. Field trips.

**GLY 520. Global Climate Change (3)** Prerequisites: General chemistry, college physics, and calculus with analytic geometry. Analysis of natural and anthropogenic global climate change. Historical and geological records of climate including sediment, tree ring, and ice core analysis. Physics and chemistry of climate including Earth's energy balance, global carbon cycle, climate modeling, atmospheric composition and dynamics. Three lecture hours per week.

**GLY 525. Engineering Geology (3)** Prerequisite: Consent of instructor. Properties, uses, and engineering significance of solid earth materials and water. Principles of stress and strain and related material responses. Methods, techniques, and instrumentation of engineering geologic investigations. Three lecture hours per week.

**GLY 526. Geohydrology (4)** Prerequisites: Two semesters of college calculus and petrology, or permission of instructor. Geology of ground waters and related aspects of surface waters. Methods of groundwater resource evaluation, protection, exploitation, and contaminant remediation. Three lecture and three laboratory hours per week.

**GLY 531. Micropaleontology (3)** Prerequisite: Invertebrate paleontology or consent of instructor. Paleobiology and geological history of microorganisms, emphasizing the classification and systematics of major microfossil groups. Two lecture and three laboratory hours per week. Field trips.

**GLY 533. Paleoecology (3)** Prerequisite: Invertebrate paleontology or consent of instructor. Principles of ecological faunal analysis as primarily applied to the marine fossil record. Emphasizes the integration of form and function, taphonomy, and community development through time, and sedimentology/stratigraphy as a synthetic approach to paleoenvironmental, paleobiological and evolutionary analyses. Applications to biostratigraphy are considered. Three lecture hours per week. Field trips.

**GLY 535. Stratigraphic Paleontology (3)** Prerequisite: Invertebrate paleontology, stratigraphy, or consent of instructor. Analysis of the historical, geological and biological basis of biostratigraphy emphasizing the application of biostratigraphic principles and techniques in the development of high-resolution relative time scales. Three lecture hours per week. Field trips.

**GLY 540. Regional Geology of North America (3)** Prerequisites: Structural geology, stratigraphy. Survey of the rocks, structures, natural resources, and tectonic histories of different regions of North America, such as the Precambrian shield, Appalachians, and Cordillera. Syntheses of theories of orogenesis. Three lecture hours per week.

**GLY 541. Advanced Structural Geology (3)** Prerequisite: Structural geology. Origin and analysis of earth structures. Solution of advanced structural problems involving stress, strain, rheology, folding, and fracturing of rocks. Rock mechanics, finite strain, and fabric analysis of deformed rocks. Review of techniques. Directed field or lab problems and examples from literature. Two lecture and two laboratory hours per week.

**GLY 543 (443). Tectonics (3)** Prerequisites: Structural geology, stratigraphy, petrology. Examination of current ideas and their development as global tectonic theories. Plate tectonic controls on orogeny, orogenic belts, magmatism, sedimentation, and metallogeny of major geologic regions of North America and other areas of the world. Three lecture hours per week.

**GLY 550. Marine Geology (3)** Prerequisite: Consent of instructor. Topography, sediments, structure and geologic history of the marine and estuarine environment. Three lecture hours per week. Field trip(s).

**GLY 551. Seafloor Mapping (3)** Prerequisite: Permission of instructor. A survey of different methods used to map the seafloor including satellite altimetry, multibeam and sidescan sonar swathmapping. Operation of instruments, survey strategies and techniques to process and interpret data will be explored. Two lecture and three laboratory hours per week. Shipboard field trip.

**GLY 552. Coastal Sedimentary Environments (4)** Prerequisite: Consent of instructor. Sedimentary processes and environments of the world's coastal systems. Emphasis on river deltas, estuaries, bays, salt marshes, barrier islands and associated inlets. Ice-bound as well as rocky coastlines also are examined. Three lecture and three laboratory hours per week. Field trip.

**GLY 555. Coastal Sediment Dynamics (3)** Prerequisites: One year of calculus or physics or consent of the instructor. Theory and application of models used to quantify sediment movement and deposition in the coastal environment. Three lecture hours per week. Field trips.

**GLY 558. Introduction to Coastal Management (4)** Interdisciplinary study of human impacts on coastal environments and organisms. Topics include the physical and biotic setting of worldwide coastal regions, principles of coastal management, and analysis of potential solutions to coastal problems. Three lecture and three laboratory hours each week.

**GLY 560. Integrative Stratigraphy (3)** Prerequisites: Invertebrate paleontology, stratigraphy, petrology. Stratigraphic analysis of the geologic history of North America and parts of other continents. Emphasis on interpreting lithologic assemblages and stratigraphic relations in terms of modern tectonic-depositional models. Two lecture and three laboratory hours per week.

**GLY 561. Coastal Plains Geology (3)** Prerequisites: Invertebrate paleontology, stratigraphy, petrology. Origin and development of Gulf and Atlantic Coastal Plains with emphasis on stratigraphy, structure, geomorphology and tectonic history. Three lecture hours per week. Field trip(s).

**GLY 565. (465) Introduction to Geophysics (3)** Prerequisite: Consent of instructor. Integrated application of geophysical methods to solve environmental and geologic problems. Includes discussion of reflection/refraction seismology, ground penetrating radar and gravity. Two lecture and three laboratory hours each week.

**GLY 572. Introduction to Geochemistry (3)** Prerequisites: Two semesters of college calculus; mineralogy or inorganic chemistry; or permission of instructor. Investigation of the abundance and distribution of chemical elements in the Earth's crust, mantle, atmosphere, hydrosphere, and biosphere. Introduction to thermodynamics, phase and mineral equilibrium, stable and

radiogenic isotopes, and geochronology. Emphasizes the application of geochemical processes to solving geologic and environment problems, with selected examples from field and laboratory studies. Three lecture hours per week.

**GLY 573. Isotope Geochemistry (3)** Prerequisite: Two semester of college calculus and two semesters of college chemistry. Introduction to the use of radio and stable isotopes for studying environmental processes; radio decay and the applications of radioisotopes at daily to earth-history timescales; isotopic fractionation, and applications of stable isotopes in modern and paleo-environments. Three lecture hours per week.

**GLY 591. Directed Independent Study (1–3)**

**GLY 592. Topics in Geology (1–4)** Prerequisite: Consent of instructor. Advanced special topics in geology through lectures, seminars, and laboratory or field experience.

**GLY 595. Seminar (1)** Prerequisite: Consent of instructor. Research and discussion of selected topics in earth sciences. Oral presentation at a departmental seminar and attendance at selected university seminars required.

**GLY 597. Final Project in Geology (3)** Permission of instructor. Focused study of a research topic in the practical application of geology. Topics are selected by the student with appropriate faculty and graduate coordinator approval. Students work with a faculty committee. Written analysis and oral presentation of the project is required.

**GLY 598. Internship (3)** Prerequisite: Permission of instructor. Participation in field experience with an organization involved in the practice of geology. Students work with a licensed professional geologist focusing on the linkage between course work and practical application. Students complete a final report based on their activities. Final presentation required.

**GLY 599. Thesis (1–6)**

### Course Descriptions for Geography

**GGY 520. Fundamentals of Geographic Information Systems (3)** Purpose, use, and development of GIS. Theoretical basis for spatial data models and the integration of these data to solve problems. Two lecture and two laboratory hours each week.

**GGY 522. (422) Remote Sensing in Environmental Analysis (3)** Prerequisite: Consent of instructor. Use and interpretation of aerial photography and other remote sensing techniques in environmental analysis. The course emphasizes problem identification, digital image analysis, and interpretation of images through laboratory exercises. Three lecture and two laboratory hours each week.

**GGY 524. (424) Advanced Geographic Information Systems (4)** Prerequisite: GGY 328 or GGY 520 or consent of instructor. Advanced theory and application of the use of Geographic Information Systems (GIS), spatial data collection, data structures, data management and relational databases, spatial analysis, and display of geographic information in a computer-based environment. Lectures, demonstrations, and lab exercises. Two lecture and three laboratory hours each week.

**GGY 526. (426) Environmental Geographic Information Systems (4)** Prerequisites: GGY 328 or GGY 520 or consent of instructor. Overview of environmental applications of GIS and completion of a GIS project; planning a GIS project; development and analysis of the data, and oral and written presentation of the results. Research topics may include atmospheric studies, oceanographic, hydrology, ecology, biology, resource management, and hazard risk assessments. Two lecture and three laboratory hours each week.

**GGY 552. Historical/Cultural Geography (3)** Prerequisite: Permission of instructor. Study of the evolution of natural environments and cultural landscapes; spatial diffusion; settlement patterns; and the material culture including vernacular architecture. Focus will be on North America, with consideration of European antecedents. A seminar type course in which students are responsible for an intensive research project. Three lecture hours per week.

**GGY 578. (478) Historic Preservation Planning (3)** An applied research course which deals with the procedures employed by federal, state and local agencies in locating, recording, restoring and preserving American architectural resources and material cultural heritage. Subjects examined include survey, documentation, and planning; historic districts; adaptive use; funding; legislation; and organizational roles. Three lecture hours per week.

**GGY 591. Directed Independent Study (1-3)**

**GGY 592. Special Topics in Geography (1-4)** Prerequisite: Consent of instructor. Advanced special topics in geography through lecture, seminar, and laboratory or field experience. More than one topic may be taken for credit.

## DEPARTMENT OF GERONTOLOGY

### MASTER OF SCIENCE IN APPLIED GERONTOLOGY

**Graduate Coordinator:** Dr. Eleanor Covan

The Master of Science in applied gerontology will train professionals to face the challenges of a nationally and regionally aging population. The program is built on theoretical foundations, supported by the practical application of service-learning, integrating teaching, research and service. Graduates will use their knowledge of applied gerontology to affect the quality of life for older adults in retirement communities, health care settings, and other public and private organizations which provide services and goods needed by an aging population. Through course work that is both multidisciplinary and interdisciplinary, the MS in applied gerontology will prepare graduates to be aware of all aspects of aging. Graduates will be able to realistically consider careers involving work with older adults through synthesizing coursework in biology, health sciences, psychology, and sociology of aging, as well as hands-on experience with older populations. This is a 36 credit hours program and prospective students will include biology, psychology, sociology, social work and nursing majors, as well as allied health professionals. The primary goal of the program is to improve the quality of life for the region's older adults through the workforce. UNCW is a regional university, with a mission statement that indicates a dedication to serve the population of southeastern North Carolina.

#### Admission Requirements

Applicants seeking admission to the Master of Science in applied gerontology must hold a bachelor's degree from an accredited college or university in this country or its equivalent in a foreign institution based on a four-year program and have a strong overall academic record with a "B" average or better in the following basic courses prerequisite to gerontology:

- Introductory coursework in gerontology or aging. Students who have had no academic coursework in gerontology may note that an introductory course is available at UNCW that can be taken prior to enrolling in any graduate gerontology course.
- Introduction to Sociology
- Introduction to Psychology
- Statistics and Research Methodology
- Principals of Biology

Individuals with identified deficiencies may be accepted provisionally provide there is a reasonable plan for remediation of deficiencies.

Documents to be submitted to the Graduate School for admission are:

1. An application for graduation admission
2. Official transcripts of all college work (undergraduate and graduate)
3. An essay on the applicant's goals in pursuing the master's
4. Three recommendations by individuals in professionally relevant fields
5. Official scores on the Graduate Record Exam (GRE)

In addition to the above, students must interview with the Gerontology Student Admissions Committee regarding vocational or personal development goals.

#### Degree Requirements

The program requires 36 semester hours of coursework.

Core requirements: The following 21 semester hours of core courses are required:

GRN 501	Aging and Society	(3)
GRN 503	Investigative Inquiry in Gerontology	(3)
GRN 523	Physiology of Human Aging	(3)
GRN 540	Current Issues in Gerontology	(3)
GRN 590	Practicum in Gerontology	(6)
PSY 524	Psychology of Aging	(3)

Each student must also complete nine (9) credit hours of approved electives and six (6) credit hours of Final Project GRN 598.

The Gerontology Practicum requires 250 clock hours and will be under the combined supervision of UNCW faculty and persons in business, government or non-profit organizations who deliver products or services to older adults. The goals of the practicum are twofold: 1) to gain hands-on experience in the field under the supervision of practicing gerontologists, and 2) to gather research data that may be incorporated in and shape each student's applied final master's project.

The final master's degree project will be designed in consultation with a committee that includes two members of the gerontology program faculty and one professional drawn from the world of business, government, and/or non-profit organizations that serve older adult clients. In many instances, the professional will have been involved with the student's practicum experience.

## POST-BACCALAUREATE CERTIFICATE PROGRAM IN GERONTOLOGY

**Graduate Coordinator:** Dr. Candy Ashton-Shaeffer

The Graduate School offers a multidisciplinary post-baccalaureate program in gerontology. The goal of the program is to provide a program of instruction and educational experiences in the field of gerontology at the graduate level, i.e., an academic foundation for anyone who plans to work with aging adults. As those who serve the elderly must be aware of all aspects of aging, course work will address the biology, sociology, and psychology of aging with electives in literature, life transitions, economics, psychosocial adjustment to retirement, ethics, communication, and others. Courses are taught by faculty in a number of different disciplines such as: departments of Biology, Sociology, Psychology, English, Philosophy and Religion, Social Work, and Communications within the College of Arts and Sciences. Additional courses will be taught by faculty from the schools of Nursing, Business, and Education. This provides students with the opportunity to gain a broad perspective of the concepts and issues in aging as well as to profit from the diverse backgrounds of fellow students. The gerontology certificate may be earned in concert with other UNCW graduate degree programs such as the MALS, MSW, MPA, or PSY.

### Admission Requirements

Applicants seeking admission to the graduate certificate program must hold a bachelor's degree from an accredited college or university in this country or its equivalent in a foreign institution based on a four-year program and have a strong overall academic record with a "B" average or better in the basic courses prerequisite to gerontology. Applicants are required to submit the following to the Graduate School:

1. An application for graduate admission
2. Official transcripts of all college work (undergraduate and graduate)
3. An essay on the applicant's goals in pursuing the certificate
4. Three recommendations by individuals in professionally relevant fields

In addition to the above, students must satisfy the following additional requirements:

1. An interview with the Gerontology Student Admissions Committee
2. Complete the following undergraduate prerequisites, including an introductory course in gerontology or aging. (For students who have not had such a course, it is available at UNCW and should be taken prior to enrolling in any graduate level gerontology courses.)
  - a. Introduction to Sociology
  - b. Introduction to Psychology
  - c. Statistics and Research Methodology
  - d. Principles of Biology

### Certificate Requirements and Teaching Methods

The program requires 15 semester hours. Graduate courses in gerontology focus on the seminar method of teaching and learning. Students will be required to do literature searches to gain information from journals as well as some textbooks, and bring their findings to class to share with other students and the faculty. Although some courses will involve lecture presentations, students must be self-directed in their studies and seek information appropriately. Service-learning opportunities are also part of the curriculum. Each student will complete a gerontology practicum.

#### Required courses (15 semester hours)

GRN/SOC 501	Aging and Society	(3)
GRN 523	Physiology of Human Aging	(3)
GRN 540	Current Issues in Gerontology	(3)
GRN 590	Practicum in Gerontology	(3)
PSY 524	Psychology of Aging	(3)

### Course Descriptions

**GRN 501. (SOC 501) Aging and Society (3)** Study of age as a structural feature of changing societies and groups, aging as a social process, and age as dimension of stratification. May be taken for elective credit in the MALS program.



**GRN 503. Investigative Inquiry in Gerontology (3)** Prerequisite: Graduate standing. Principles of quantitative and qualitative methods used in gerontological research and inquiry. May be taken for elective credit in the MALS program.

**GRN 518. (SOC 518) Women and Aging (3)** Examines women's experience of old age and the aging process. Specific emphasis on family, medical, and economic institutions. May be taken for elective credit in the MALS program.

**GRN 523. Physiology of Human Aging (3)** An overview of the aging process with special emphasis on anatomical and physiological changes that occur with human aging. Current theories as to the mechanisms of aging are considered. Premature aging diseases and age-related diseases are discussed. Student presentations required. Three lecture hours each week. May be taken for elective credit in the MALS program.

**GRN 524. Literature of Aging (3)** Contemporary fiction and nonfiction by Philip Roth, Doris Lessing, May Sarton, and others, selected for their depictions of older protagonists and explorations of opportunities and challenges of later life, are analyzed. Literary theories, literary criticism, and gerontological scholarship contribute to the interpretations. The texts' ways of challenging our culture's ageism are emphasized. Students give oral reports, write essays, and participate in an e-mail project with a senior group in the community. May be taken for elective credit in the MALS program.

**GRN 526. Psychosocial Adjustment to Retirement and Later Life (3)** A seminar focusing on the psychosocial aspects of retirement and post-employment years. Theories of aging and scientific inquiry applied to retirement, and their significant others. May be taken for elective credit in the MALS program.

**GRN 540. Current Issues in Gerontology (3)** Study of current issues and topics in the field of aging from an interdisciplinary and global perspective.

**GRN 544. Midlife Transitions for Women (3)** The interdisciplinary study of social construction of menopause and midlife as embodying a culture's image of aging for women.

**GRN 546. Health Care Access for the Elderly (3)** An introduction to the US health care system with an emphasis on issues related to the elderly. Problems of access to health care for the aging population, their families, and communities. May be taken for elective credit in the MALS program.

**GRN 590. Practicum in Gerontology (3)** Prerequisites: GRN/SOC 501, PSY 524, GRN 523. A field experience designed to demonstrate knowledge and skills related to geriatric or gerontological practice. Must be repeated to earn 6 credit hours by Master of Science students. May be taken for elective credit in the MALS program.

**GRN 591. Directed Individual Research in Gerontology (3)** Prerequisites: Three hours of graduate work with content in human aging. May be repeated for credit with consent of program director. May be taken for elective credit in the MALS program.

**GRN 595. Special Topic Seminar in Gerontology (3)** Discussion of special topic related to gerontology. May be repeated for a maximum of 12 hours credit. May be taken for elective credit in the MALS program.

**GRN 598. Final Project in Gerontology (6)** Prerequisites: GRN/SOC 501, GRN 503, PSY 524, GRN 523, GRN 540, GRN 590 and permission of the GRN coordinator. Focused study of issue in gerontology of importance to professionals from the worlds of business, government, not-profit agencies and/or research. Synthesizes interdisciplinary curriculum with student's interest and practical experience.

**PAR 505. Bioethics and Aging (3)** Examination of the principles and problems in the application of ethical theory to medical research and practice with emphasis on the special ethical problems of providing health care services to the aging population and involving elderly patients in medical research. May be taken for elective credit in the MALS program.

**PSY 516. Adult Development and Life Transitions (3)** This course explores the major normative and nonnormative changes which take place during adulthood. Operating from a lifespan perspective, topics include an examination of how adults initiate, understand, cope with and resolve life transitions (i.e., parenting, loss, illness, career change, relationship change, etc.) May be taken for elective credit in the MALS program.

**PSY 524. The Psychology of Aging (3)** Prerequisite: Course in aging or gerontology or permission of instructor. Advanced topics on the effects of aging on a variety of psychological processes including attention, memory, complex cognition, personality, mental health, and social support. May be taken for elective credit in the MALS program.

## DEPARTMENT OF HISTORY

### MASTER OF ARTS IN HISTORY

**Graduate Coordinator:** Dr. David La Vere

The Department of History offers a program of study leading to the Master of Arts degree in history. Specific goals of the program are: (1) to provide advanced research and educational opportunities in the study of history; (2) to prepare historians by training them in the latest research techniques, providing them with a knowledge of the most current research on historical problems; and (3) to direct students in historical research using historical documents and archives.

#### Admission Requirements

1. Applicants are required to submit the following to the Graduate School:
2. An application for graduate admission.
3. Official transcripts of all college work (undergraduate and graduate).
4. Official scores on the Graduate Record Examination.
5. Three recommendations by individuals in professionally relevant fields; at least two must be from academics.
6. Research paper or suitable equivalent. Applications for non-degree status will not be accepted.
7. Fill out history questionnaire.

The minimum requirements for admission to the graduate program in history include: satisfactory scores on the Graduate Record Examination (verbal, quantitative and analytical), a bachelor's degree from an accredited college or university or its equivalent in a foreign institution based on a four-year program, and an overall academic record with a "B" average or better in the basic courses prerequisite to the area of proposed graduate study. The deadline for fall admission is February 15; for spring admission the deadline is October 15.

#### Degree Requirements

1. The program requires a minimum of 30 semester hours of graduate study, 24 of which must be in history. A maximum of six semester hours of credit may be transferred from another accredited institution. Grades on transfer work must be equivalent to "B" or better. At least 24 hours of graduate study must be completed in residence.
2. All students must complete a minimum of 24 semester hours of course work. Students in U.S., European and global must complete, in addition, six hours of thesis; public history students three hours of internship and three hours of thesis. At least 18 hours of course work must be completed in courses open only to graduate students; for public history students at least 15 hours. Cross listed courses will have additional requirements and different grading for graduate students
3. Students must complete HST 500, 12 hours in the area of concentration and nine hours of electives. Six hours beyond HST 500 must be in graduate-level seminars. One graduate seminar must be in the area of concentration. No more than six hours of HST 591 may be counted toward the degree.
4. Each student must successfully complete a written comprehensive examination that will be administered no earlier than during the final semester of enrollment in course work, and no later than the semester following the completion of course work.
5. Each student in the U.S., European and Global areas will complete six hours of Thesis (HST 599), and defend the thesis to the satisfaction of the thesis committee, prior to graduation. Each student in public history will complete three hours of Internship in Public History (HST 598) and three hours (or more) of Thesis (HST 599) and present either a disciplinary content thesis, an original contribution to the literature of public history, or a work of interpretive scholarship acceptable to the thesis committee prior to graduation.
6. Students must pass a competency examination demonstrating satisfactory reading knowledge of a foreign language.
7. The program shall be completed within five years of the date of first registration for graduate study.

### GRADUATE PROGRAM IN HISTORY

#### Course Descriptions

**HST 500 is a prerequisite or co-requisite for all classes.**

**HST 500. Historiography and Methodology (3)** Introduction to problems of historical research through examination of major historical works and current techniques of research, evaluation of sources, development of bibliography, and quantitative historical methods including the role of the computer in historical research. This course is open only to graduate students.

**HST 508. (ANT 412). Historical Archaeology (3)** Prerequisite for history graduate students: HST 500. Historical archaeology is the integrated study of recent peoples using archaeological and historical research methods. This class will focus on the peoples of North America, roughly from the 15<sup>th</sup> through the 19<sup>th</sup> centuries. May not be applied toward fulfillment of graduate seminar requirement.

**HST 518. (440) Seminar: U.S. Social History (3)** Intensive study of selected topics in U.S. social history. Examples of topics: African-Americans, immigrants, social movements, education, work and leisure, sexuality. May be repeated under a different subtitle. May not be applied toward fulfillment of graduate seminar requirement.

**HST 520. U.S. Colloquium (3)** Readings and discussion of bibliographies, interpretations, and research trends on a theme offered in American history. This course is open only to graduate students. May be repeated one time for credit.

**HST 522. U.S. Seminar (3)** Research in the bibliography of specialized topics and use of primary sources to write an original research paper on an aspect of American history. This course is open only to graduate students. May be repeated under a different subtitle.

**HST 524. Major Interpretations in American History (3)** A historiographic survey of influential interpretations of American history as they relate to specific topics and periods. This course is open only to graduate students.

**HST 525. (442) Seminar: U.S. Economic History (3)** Intensive study of significant themes or events in U.S. economic history from the colonial period to the present. Examples of topics: economy of Colonial America, 19th-century labor movements, economy of the Ante-bellum South, agricultural history. May be repeated under a different subtitle. May not be applied toward fulfillment of graduate seminar requirement.

**HST 526. (444) Seminar: U.S. Political History (3)** Intensive study of selected facets of political theory, behavior, movements, and institutions, and how political power has been used to influence the development of society. Examples of topics: New Deal politics, third-party movements, U.S. Constitution. May be repeated under a different subtitle. May not be applied toward fulfillment of graduate seminar requirement.

**HST 527. (446) Seminar: U.S. Diplomatic History (3)** Intensive examination of fundamental principles, assumptions, and objectives in the conduct of U.S. foreign policy, and of how Americans have viewed their place in the international order at various moments in their history. Examples of topics: the diplomacy of World War II, the Cold War, arms control and disarmament. May be repeated under a different subtitle. May not be applied toward fulfillment of graduate seminar requirement.

**HST 528. (448) Seminar: U.S. National Security History (3)** Intensive examination of major themes and events in the evolution of U.S. national security and defense policy, the uses of national power, and the role of military affairs from the colonial period to the present. Examples of topics: the Vietnam War, the use of air power, U.S. imperialism. May be repeated under a different subtitle. May not be applied toward fulfillment of graduate seminar requirement.

**HST 529. (450) Seminar: U.S. Intellectual History (3)** Intensive examination of the role of ideas in American history. Examples of topics: radicalism, the Enlightenment, myth in American history, and ideas about democracy, ethnicity, equality, religion, gender. May be repeated under a different subtitle. May not be applied toward fulfillment of graduate seminar requirement.

**HST 531. (454) Seminar: U.S. Regional History (3)** Intensive examination of the economic, social, and political history of a specific region of the United States. May be repeated under a different subtitle. May not be applied toward fulfillment of graduate seminar requirement.

**HST 533. (456) Seminar: U.S. Environmental History (3)** Prerequisite: HST 201-202, 290 or consent of the instructor. Intensive study of selected topics in U.S. environmental history. Examples of topics: nature and culture, the cult of the wilderness, conservation and preservation, resources and regions, gender and nature, the environmental movement. May be repeated under a different subtitle. May not be applied toward fulfillment of graduate seminar requirement.

**HST 540. European Colloquium (3)** Readings and discussion of major research trends and schools of interpretation in selected themes in European history. This course is open only to graduate students. May be repeated one time for credit.

**HST 542. European Seminar (3)** Research in the bibliography of specialized topics and use of primary sources to write an original research paper on an aspect of European history. This course is open only to graduate students. May be repeated under a different subtitle.

**HST 548. (408) Seminar: Medieval Europe (3)** Research-oriented exploration of major themes and issues in history of Medieval Europe (500-1500). May not be applied toward fulfillment of graduate seminar requirement. May be repeated under a different subtitle.

**HST 552. (412) Seminar: Renaissance and Reformation Europe (3)** Research-oriented exploration of major themes and issues in the history of Renaissance and Reformation Europe (1350-1618). May not be applied toward fulfillment of graduate seminar requirement. May be repeated under a different subtitle.

**HST 554. (414) Seminar: Early Modern Europe (3)** Research-oriented exploration of major themes and issues in the history of Early Modern Europe (1618-1789). May not be applied toward fulfillment of graduate seminar requirement. May be repeated under a different subtitle.

**HST 556. (416) Seminar: Nineteenth-Century Europe (3)** Research-oriented exploration of major themes and issues in the history of Europe from the French Revolution to the First World War. May not be applied toward fulfillment of graduate seminar requirement. May be repeated under a different subtitle.

**HST 558. (418) Seminar: Twentieth-Century Europe (3)** Research-oriented exploration of major themes and issues in the history of Europe since 1914. May not be applied toward fulfillment of graduate seminar requirement. May be repeated under a different subtitle.

**HST 560. Global Colloquium (3)** Readings and discussion of bibliographies, interpretations, and research trends on a theme or period in global history. This course is open only to graduate students. May be repeated one time for credit.

**HST 562. Global Seminar (3)** Research in the bibliography of specialized topics and use of primary sources to write an original research paper on an aspect of global history. This course is open only to graduate students. May be repeated under a different subtitle.

**HST 564. Modernization and Revolution in the Non-Western World (3)** Examination of industrialization, imperialism, nationalism, and other forces that have revolutionized traditional society in the non-Western world. This course is open only to graduate students.

**HST 570. Public History: Theory and Practice (3)** Prerequisite or co-requisite HST 500. A survey of the theoretical literature concerning the field of public history combined with a class project based upon primary research designated to introduce students to career opportunities and the collaborative process inherent in public history.

**HST 571. Care and Management of Historical Collections (3)** Prerequisite or co-requisite HST 500. Introduction to the theory and practice of historical collections in museums worldwide. Topics include collections in cultural and historical context, policy development, documentation, registration, conservation, and storage.

**HST 572. Education and Interpretation at Museums and Historic Sites (3)** Prerequisite or co-requisite HST 500. Overview of learning at museums and historic sites in international context. Topics include the social role of the museum, learning styles, community collaboration, visitor evaluation, program planning, and the history of visitors' roles in the museum. Emphasis is on the historian's role in facilitating public dialogue on historical topics.

**HST 573. Public History Seminar (3)** Research in the bibliography of specialized topics and use of primary sources to write an original research paper or complete an original interpretative project on an aspect of public history. This course is open only to graduate students. May be repeated under a different subtitle.

**HST 574. Museum Exhibition (3)** Prerequisite or co-requisite HST 500. Introduction to the theory, research, development, design, fabrication and installation of historical exhibits in museums. Students will create and install an exhibition using a professional exhibit development process.

**HST 575. Administration of Museums and Historic Sites (3)** Prerequisite or co-requisite HST 500. Overview of issues in museum management, including long-range planning, museum governance, funding for non-profits, and administration of historical resources.

**HST 577. (477) Historic Preservation in the U.S. (3)** This applied research class provides an overview of the history, theory, and practices of historic preservation. It addresses the history of the built American environment and how scholars analyze buildings and landscapes as historical evidence. Students visit historic structures and conduct both fieldwork and archival research.

**HST 578. (478) Interpreting US Material Culture (3)** Prerequisite or co-requisite: HST 500. Intensive examination of theory, practice, and historiography of using material culture as sources for the study of American life. Culminates in a research paper constructing a historical argument based on an artifact.

**HST 580. (480) Topics in Public History (3)** Intensive study of selected themes in public history. Examples of topics: history and memory, interpretation of landscape, interpretation of material culture, and business history. May be repeated under a different subtitle.

**HST 581. (481) Topics in African History (3)** Intensive study of a selected theme in African history. Examples of topics: slavery, the slave trade and its abolition, pre-colonial Africa, colonial and post-colonial Africa, oral history in Africa. May be repeated under a different subtitle.

**HST 583. (483) Topics in Middle Eastern History (3)** Intensive study of a selected theme in Middle Eastern history. Examples of topics: early Islamic conquests, the Ottoman Empire, the Arab-Israeli conflict. May be repeated under a different subtitle.

**HST 585. (485) Topics in Latin American History (3)** Intensive study of a selected theme in Latin American history. Examples of topics: pre-Columbian civilizations. May be repeated under a different subtitle.

**HST 586. (496) Topics in the History of Science and Technology (3)** Intensive study of a selected theme in the History of Science and Technology. Examples of topics include: "Positivism," "The Scientific Revolution," "Occult Studies and the Renaissance," "The Industrial Revolution." May be repeated under a different subtitle.

**HST 587. (487) Topics in Global History (3)** Intensive study of a selected theme in global history. Examples of topics: colonialism, imperialism, industrialization, slavery, revolutionary movements. May be repeated under a different subtitle.

**HST 590. Comparative Historical Studies (3)** Comparison of developments in different eras or places in order to determine unique or common historical themes. This course is open only to graduate students. May be repeated one time for credit

**HST 591. Directed Independent Study (1-6)** May take up to six credit hours; see the graduate history coordinator for details.

**HST 593. Problems in History (3)** Investigation of selected problems in European, American, and non-Western History through discussions, development of bibliographies, or research papers. This course is open only to graduate students. May be repeated one time for credit.

**HST 595. (495) Special Topics in History (3)** Research-oriented exploration of a special topic not regularly covered in other courses. May not be applied toward fulfillment of graduate seminar requirement.

**HST 596. Seminar: Topics in History (3)** Advanced research on specialized topics using, where possible, primary sources. This course is open only to graduate students. May be repeated one time for credit.

**HST 597. (497) Topics in Asian History (3)** Intensive study of selected themes and events in Asian history not regularly covered in other courses. Examples of topics include: Chinese Revolutions, Meiji Japan, Gandhian thought, and nationalist movements. May be repeated under a different subtitle.

**HST 598. Internship in Public History (3)** Prerequisite: HST 570 and permission of the instructor. Supervised experience with credentialed professional in public history or technical field, combined with directed reading in literature of that field. Final product must meet accepted standards of historical scholarship and professional practice as defined by faculty and supervising professional.

**HST 599. Thesis (1-6)** This course is open only to graduate students.

## DEPARTMENT OF MATHEMATICS AND STATISTICS

### MASTER OF SCIENCE IN MATHEMATICS

**Graduate Coordinator:** Dr. John Karlof

The Department of Mathematics and Statistics offers programs of study leading to the Master of Science degree in mathematics. The Master of Science program is flexible enough to provide several plans of study depending on the choice of recommended sequence of courses. Student interested in applied mathematics may take courses to prepare themselves for careers in business, industry, or government as well as for further study in mathematics. Applications from the sciences, industry and management are stressed in course work from the areas of classical applied mathematics, operations research, and statistics. A more traditional pure mathematics plan of study provides a strong background in basic areas of mathematics. Thus it is often the choice of those interested in secondary or community college teaching and for those who intend to pursue the Ph.D. degree in mathematics at another institution. Teachers in secondary schools who wish to obtain graduate level teacher certification should check with the graduate coordinator in the Watson School of Education to determine the current requirements for certification.

#### Admission Requirements

Applications for fall admission must be completed by June 15. Applicants who have their applications complete by April 1 will be given priority, especially those applying for a teaching assistantship. A complete application consists of:

1. An application for graduate admission submitted on-line through the Graduate School website..
2. Official transcripts of all college work (undergraduate and graduate).
3. Official scores on the Graduate Record Examination (GRE) aptitude test. Scores more than five years old will not be accepted. In cases where the opportunity to take the GRE may be limited (such as in certain foreign countries) the applicant may request a waiver or modification of this requirement. Such requests will be considered by the department on their individual merit.
4. Three recommendations from individuals in professionally relevant fields.  
*Each applicant also must:*
5. Have a strong overall academic record and have passed, with a "B" or better average, the following undergraduate mathematics courses or their equivalent: a standard introductory calculus sequence including multivariate calculus, a course in linear algebra, and at least 15 additional semester hours of mathematics or statistics courses beyond the level of calculus.

Admissions decisions are based upon the examination of several factors, and where other indicators of success warrant, individuals who fall below the established criterion in one of the areas may be considered for admission. Such individuals may be required to take additional course work to remove deficiencies or required to demonstrate proficiency in certain areas.

To ensure that the mathematical prerequisites have been met, any student not enrolled in the mathematics degree program or the Master of Education in secondary education mathematics track must obtain permission from the Department of Mathematical Sciences to register for any graduate course offered by the department.

#### Degree Requirements

The Master of Science degree requires a total of 30 semester hours of graduate work in mathematics and statistics. With the permission of the graduate coordinator and the chair, the coursework may include up to six hours of graduate courses from outside the department. To fulfill part of these requirements each student must select one of the following plans:

##### A. Thesis Plan

Each student must complete two semester hours of seminar (MAT 595) and four semester hours of thesis (MAT 599). Each student must present a thesis, acceptable to the advisory committee, prior to graduation. The student will report orally on the thesis to a general audience during the final semester before graduation. The thesis defense will be followed by an oral examination on the student's course work.

##### B. Non-thesis Plan

Each student must complete two semester hours of seminar (MAT 595) and a one-semester hour research project (MAT 596). The student must successfully complete a written comprehensive examination administered during the semester the student plans to graduate.

## Course Requirements

Each student must complete two required core sequences:

- |    |        |  |       |
|----|--------|--|-------|
| 1. | Either | MAT 511-512 Real Analysis I, II              | (3-3) |
|    | or     | MAT 518-519 Applied Analytical Methods I, II | (3-3) |
| 2. | Either | MAT 541-542 Modern Algebra I, II             | (3-3) |
|    | or     | MAT 535 Linear Programming, and              | (3)   |
|    |        | MAT 536 Discrete Optimization                | (3)   |

The remaining hours of course work are selected in consultation with an advisor, who will assist in selecting those courses best suited to the student's goals and interests. A candidate for the M.S. degree may petition the graduate coordinator for permission to apply up to six hours of graduate coursework from outside the department toward fulfillment of degree requirements. This petition, which requires approval of the graduate advisors, must address the relevance of this coursework to the student's academic goals and to a coherent program of study. Detailed advising guidelines supplied by the department recommend courses for students preparing for further graduate work; for careers in teaching community college of secondary school; and for careers in industry, business and government.

## BACHELOR'S/MASTER'S DEGREE MATHEMATICS PROGRAM

**Graduate Coordinator:** Dr. John Karlof

The bachelor's/master's degree program is designed to provide a student in mathematics a means to complete the requirements for both degrees in a period of five years. The key feature of the program is that a student can count up to 12 hours of graduate level courses satisfying requirements for the B.A. or B.S. towards the M.A. or M.S. in mathematics.

A. Students in the B.A. or B.S. program in mathematics who have:

1. Completed a minimum of seventy-five (75) and a maximum of ninety-eight (98) credit hours in their undergraduate programs in mathematics, including credits earned from advanced placement if they started at UNCW or are transfer students and have completed a minimum of two semesters as a full-time student at UNCW, a minimum of 24 hours.
2. Completed a minimum of nine (9) hours of 300-400 level mathematics or statistics courses.
3. A minimum accumulated grade point average (gpa) of 3.0/4.0 and a minimum grade point average (gpa) of 3.0/4.0 on all 300-400 level mathematics or statistics courses at UNCW.

Students may apply to the department chair for permission to apply up to 12 credit hours of graduate level course work during their senior year toward their future master's degree.

- B. In the first semester of his/her senior year, the student must submit the standard application for admission to the Graduate School including: an application form, application fee, transcripts, and GRE scores to the Graduate School. In addition, a graduate degree plan, signed by the prospective student, the department chair, and graduate coordinator must be submitted before the end of the senior year. Departmental permission to apply to the bachelor's/master's degree program does not guarantee admission to the Graduate School. Admission is contingent of meeting eligibility requirements at the time of entering the graduate program.
- C. The graduate degree plan for the master's degree must clearly indicate:
  - Courses (maximum of 12 graduate credit hours) that will be double-counted for both bachelor's and master's degree;
  - Additional graduate courses that will be taken but not counted toward the bachelor's degree;
  - The student intends to fulfill his/her course requirements for the Master's degree no later than a year after receiving the bachelor's degree.
  - Intended graduation date for the master's degree.
- D. Upon review of the submitted materials by the Graduate School, a letter of acceptance (or denial) to the master's program, will be sent to the student and copied to the department chair and graduate coordinator. Acceptance will be provisional and contingent upon meeting specified degree requirements, including completion of the bachelor's degree.
- E. A student who is ineligible to participate or continue in, or withdraws from the bachelor's/master's program can not double count any courses for both bachelor's and master's degree.

For more details see the department chair or the graduate coordinator.

**POST-BACCALAUREATE CERTIFICATE PROGRAM IN APPLIED STATISTICS****Graduate Coordinator:** Dr. James Blum

The Department of Mathematics and Statistics offers a post-baccalaureate certificate in applied statistics for public administrators, business and industry professionals, students and others who perceive a need for training in the proper use of statistical methodology. The program allows for a balance between the technical and practical aspects of statistical applications, along with perspectives on reporting results to a variety of potential audiences. The overall objective of the certificate program is to give working professionals the necessary skills to ensure their data-based inferences and decisions are based on sound statistical principles. Students may participate in the applied statistics certificate program in conjunction with other UNCW graduate degree programs.

**Admission Requirements**

Applicants seeking admission to the graduate certificate program must hold a bachelors degree from an accredited university or college in this country, or its equivalent from a foreign institution based on a four-year program, and have a strong overall academic record with a "B" average or better on courses prerequisite to statistical methodology. Applicants are required to submit the following to the Graduate School:

1. An application for graduate admission
2. All official transcripts (both undergraduate and graduate)
3. Three letters of recommendation describing the individual's potential to complete the program.

**Certificate Requirements**

The program requires 17 credit hours. Students must complete a 5 credit hour core, which involves two capstone courses: case studies in statistical consultation (3 credits) and a student-directed research project (2 credits). Twelve hours, from an approved list of courses containing a substantial degree of statistical theory or application, must be selected to complete the program. The course options selected by the student must be formulated as a plan of study and approved by the program coordinator.

**Required courses**

STT 590	Case Studies in Statistical Consulting	(3)
STT 596	Research Project	(2)

**Approved electives**

STT 501	Applied Statistical Methods	(3)
STT 505	Data Analysis	(3)
STT 511	Design of Experiments and Analysis of Variance	(3)
STT 512	Applied Regression and Correlation	(3)
STT 520	Biostatistical Analysis	(3)
STT 525	Categorical Data Analysis	(3)
STT 530	Introduction to Non-parametric Statistics	(3)
STT 535	Applied Multivariate Analysis	(3)
STT 540	Linear Models and Regression Analysis	(3)
STT 565	Applied Probability	(3)
STT 566-567	Mathematical Statistics	(3)
STT 569	Stochastic Processes in Operations Research	(3)
STT 592	Topics in Statistics	(3)

In addition to the above courses, other graduate courses containing a substantial amount of statistical application or theory may also be included in the plan of study, subject to the approval of the program coordinator.

The course description for statistics courses is at the end of the M.S. in mathematics section of this catalogue.



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**GRADUATE PROGRAM IN MATHEMATICS**  
**Course Descriptions**

**MATHEMATICS**

**MAT 511–512. (411–412) Real Analysis (3–3)** Prerequisite: Intermediate analysis or the equivalent. Advanced study of convergence, continuity, differentiation and integration in metric spaces. The real number system, basic topology, sequences and series, continuity, uniform continuity, theories of integration with an introduction to Lebesgue measure and related convergence theorems.

**MAT 513. Measure and Integration (3)** Prerequisite: MAT 512. Abstract measure theory. Lebesgue measure, integration, convergence theorems, absolute continuity, differentiation, Radon–Nikodym Theorem, product measures, Fubini's Theorem, Lebesgue spaces, convolution.

**MAT 515. (415) Introduction to Complex Variables (3)** Prerequisite: Advanced calculus or MAT 511. A first study of functions of a complex variable. Algebra of complex numbers, elementary functions with their mapping properties; analytic functions; power series; integration, Cauchy's Theorem, Laurent series and residue calculus; elementary conformal mappings and boundary value problems.

**MAT 516. Complex Analysis (3)** Prerequisite: MAT 511 and 515. Advanced study of complex-valued functions. Holomorphic and harmonic functions, Cauchy's Integral Theorem, Poisson's kernel and the Dirichlet problem, conformality, the Riemann Mapping Theorem, analytic continuation. Additional topics chosen from univalent, entire, meromorphic functions; Riemann surfaces; asymptotic methods; Mittag–Leffler, Runge and Weierstrass factorization theorems.

**MAT 518–519. (418–419) Applied Analytical Methods (3–3)** Prerequisite: Undergraduate differential equations and advanced calculus. A thorough treatment of the solution of initial and boundary value problems of partial differential equations. Topics include classification of partial differential equations, the method of characteristics, separation of variables, Fourier analysis, integral equations and integral transforms, generalized functions, Green's functions, Sturm–Liouville theory, approximations, numerical methods.

**MAT 521. (421) Number Theory (3)** Prerequisite: Permission of department. Use of algebraic techniques to study arithmetic properties of the integers and their generalizations. Primes, divisibility and unique factorization in integral domains; congruences, residues and quadratic reciprocity; diophantine equations and additional topics in algebraic number theory.

**MAT 525. (425) Numerical Analysis (3)** Prerequisite: Undergraduate linear algebra, differential equations, and elementary numerical methods. Introduction to the theoretical foundations of numerical algorithms. Solution of linear systems by direct methods; least squares, minimax, and spline approximations; polynomial interpolation; numerical integration and differentiation; solution of nonlinear equations; initial value problems in ordinary differential equations. Error analysis. Certain algorithms are selected for programming.

**MAT 531. Linear Algebra (3)** Prerequisite: Permission of department. Theory of vector spaces, linear mappings and matrices. Determinants, eigenvalues, canonical forms, the Cayley–Hamilton Theorem, inner product spaces and positive definite matrices.

**MAT 535. (435) Linear Programming (3)** Prerequisite: Undergraduate linear algebra and computing experience. Methods and applications of optimizing a linear function subject to linear constraints. Theory of the simplex method and duality; parametric linear programs; sensitivity analysis; modeling and computer implementation.

**MAT 536. (436) Discrete Optimization (3)** Prerequisite: MAT 535. Theory and applications of discrete optimization algorithms. Transportation problems and network flow problems; integer programming; computer implementation.

**MAT 537. Nonlinear Programming (3)** Prerequisite: Advanced calculus and MAT 535. Theory and applications for constrained and unconstrained nonlinear optimization. Theory of convex sets, convex and concave functions, Kuhn–Tucker conditions, duality, algorithm convergence; computational methods including penalty and barrier functions, gradient projection, and quadratic programming.

**MAT 541. Modern Algebra I (3)** Prerequisite: Permission of department. Introduction to group theory. Binary structures including semigroups and lattices; finite groups, structure theorems, Sylow theorems and applications; group actions; free groups and presentations; structure of abelian groups.

**MAT 542. Modern Algebra II (3)** Prerequisite: MAT 541. Introduction to rings and fields. Modules, integral domains, vector spaces. Structure of polynomial rings and their relation to linear algebra. Field extensions and Galois theory.

**MAT 551. (451) Topology (3)** Prerequisite: Permission of department. A study of the basic concepts of general topology. Metric spaces, continuity, completeness, compactness, connectedness, separation axioms, product and quotient spaces; additional topics in point-set topology.

**MAT 557. (457) Differential Geometry (3)** Prerequisite: Advanced calculus. Theory of curves and surfaces in Euclidean space. Frenet formulas, curvature and torsion, arc length; first and second fundamental forms. Gaussian curvature, equations of Gauss and Codazzi, differential forms, Cartan's equations; global theorems.

**MAT 563. (463) Ordinary Differential Equations (3)** Prerequisite: Undergraduate linear algebra and differential equations. Advanced study of ordinary differential equations. Existence and uniqueness; systems of linear equations, fundamental matrices, matrix exponential; series solutions, regular singular points; plane autonomous systems, stability and perturbation theory; Sturm–Liouville theory and expansion in eigenfunctions.

**MAT 564. Applied Analytical Models (3)** Prerequisite: MAT 519. Topics in applied analysis of current interest. Topics may include tensor analysis and relativity, quantum mechanics, control theory, fluid mechanics, waves, ocean circulation, and mathematical models in biology or economics.

**MAT 565. (465) (STT 565/465) Applied Probability (3)** Prerequisite: A calculus-based statistics course. The formulation, analysis and interpretation of probabilistic models. Selected topics in probability theory. Conditioning, Markov chains, and Poisson processes. Additional topics chosen from renewal theory, queueing theory, Gaussian processes, Brownian motion, and elementary stochastic differential equations.

**MAT 569. (STT 569) Stochastic Processes in Operations Research (3)** Prerequisite: MAT/STT 565. Probabilistic models with applications in operations research. Queueing theory, birth–death processes, embedded Markov chains, finite and infinite waiting room systems, single and multi–server queues, general service distributions; Markov decision processes; reliability.

**MAT 581. (481) Introduction to Mathematical Logic (3)** Prerequisite: Permission of department. The formal study of truth and provability. Propositional calculus; predicate calculus. Gödel's completeness theorem, applications to formal number theory and incompleteness. Additional topics chosen from areas such as undecidability or non–standard analysis.

**MAT 592. Advanced Topics in Mathematics (3)** Prerequisite: Consent of instructor. Advanced topics of current interest in pure and applied mathematics not covered in existing courses. May be repeated under a different subtitle.

**MAT 595. Research Seminar (2)** Prerequisite: Consent of instructor. Designed to give the student experience in locating and learning mathematics outside the classroom setting. Use of the major mathematics journals, professional society publications and standard references including Mathematical Reviews. The nature of research in the mathematical sciences and research methodology.

**MAT 596. Research Project (1)** Corequisite: MAT 595. (Not intended for students who write a thesis in mathematics.) Under faculty supervision, each student presents a written exposition of the history, current knowledge, future directions, and bibliography of a mathematical topic.

**MAT 599. Thesis (1-4)**

## STATISTICS

**STT 500. Research Consultation (1-3)** Prerequisite: Consent of instructor. Statistical consultation on graduate thesis research provided through access to the Department of Mathematics and Statistics' Statistical Consulting Center. May be repeated for a total of three credit hours.

**STT 501. Applied Statistical Methods (3)** Prerequisite: Any elementary statistics course. A survey of statistical methods for scientists. Topics include: data description, probability, estimation and hypothesis testing, ANOVA, simple linear and multiple linear regression and contingency tables. This course does not count towards the Master's degree in mathematics. No credit granted after successful completion of STT 411, 412, 511, or 512. May be taken once for credit, open only to graduate students.

**STT 505. Data Analysis (3)** Prerequisite: Any statistics course. Introduction to exploratory data analysis. Use of stem and leaf plots, boxplots. Transformations of data, resistant lines, analysis of two–way tables, residual analysis. Comparison of robust/resistant methods with standard statistical techniques.

**STT 511. (411) Design of Experiments and Analysis of Variance (3)** Prerequisite: Any elementary statistics course. Review of elementary statistics; design of experiments including completely randomized, randomized block, factorial, split–plot, and

repeated measures designs; analysis of variance; non-parametric alternative methods of analysis. Statistical software packages will be used as appropriate in problem solving.

**STT 512. (412) Applied Regression and Correlation (3)** Prerequisite: Any elementary statistics course. Review of elementary statistics; linear and multiple regression; correlation. Statistical software packages will be used as appropriate in problem solving.

**STT 520. (420) Biostatistical Analysis (3)** Prerequisite: Statistical programming and consent of instructor. Statistical methods used in epidemiologic studies and clinical trials. Topics include measures of association, logistic regression, covariates, life tables and Cox regression; statistical analysis using SAS.

**STT 525. (425) Categorical Data Analysis (3)** Prerequisite: Statistical programming and consent of instructor. Introduction to the analysis of qualitative data. Basic methods of summary and inference for two and three way contingency tables; introduction to the generalized linear model for binary and Poisson data; focus on multinomial responses (nominal and ordinal) and matched pairs data; statistical analysis using SAS.

**STT 530. (430) Introduction to Non-parametric Statistics (3)** Prerequisite: A calculus-based statistics course. Theory and methods of non-parametric statistics in the one- and two-sample problems and their comparisons with standard parametric procedures. Non-parametric tests for comparing more than two samples; tests of randomness and independence.

**STT 535. (435) Applied Multivariate Analysis (3)** Prerequisite: STT 511, 512. Matrix manipulations; multivariate normal distribution; inference for mean vector and covariance matrix; multivariate analysis of variance; principal components; canonical correlations; discriminant analysis; factor analysis; cluster analysis; statistical analysis using SAS.

**STT 540. (440) Linear Models and Regression Analysis (3)** Prerequisite: A calculus-based statistics course. Theoretical introduction to the general linear model and its application to simple linear regression and multiple regression. Estimation and hypothesis testing of model coefficients; residual analysis; analysis of covariance.

**STT 565. (465) (MAT 565/465) Applied Probability (3)** Prerequisite: A calculus-based statistics course. The formulation, analysis and interpretation of probabilistic models. Selected topics in probability theory. Conditioning, Markov chains, and Poisson processes. Additional topics chosen from renewal theory, queueing theory, Gaussian processes, Brownian motion, and elementary stochastic differential equations.

**STT 566–567. (466–467) Mathematical Statistics (3–3)** Prerequisite: A calculus-based statistics course. A rigorous introduction to mathematical statistics. Univariate and multivariate probability distributions; conditional and marginal distributions; theory of estimation and hypothesis testing; limiting distributions and the central limit theorem; sufficient statistics and the exponential class of probability density functions.

**STT 569. (MAT 569) Stochastic Processes in Operations Research (3)** Prerequisite: MAT/STT 565. Probabilistic models with applications in operations research. Queueing theory, birth–death processes, embedded Markov chains, finite and infinite waiting-room systems, single and multi-server queues, general service distributions; Markov decision processes; reliability.

**STT 590. Case Studies in Statistical Consulting (3)** Prerequisite: Consent of instructor. Review of case studies involving consulting with clients on statistical design of experiments and analysis of experimental and observational data; consulting on statistical issues with clients on campus through the departmental consulting center; presentation of oral report on consulting experience. This course does not count towards the Master's degree in mathematics.

**STT 592. Topics in Statistics (3)** Prerequisite: Consent of instructor. Topics in statistics of current interest not covered in existing courses. May be repeated under a different subtitle.

**STT 596. Research Project (2)** Prerequisite: Consent of instructor. Design of an experiment and/or survey approved by the instructor. Collection and analysis of data to be detailed in an oral and written report. This course does not count towards the Master's degree in mathematics.

## MATHEMATICS FOR MIDDLE GRADES TEACHERS

The following courses are open only to students enrolled in the middle grades education track of the Master of Education degree program.

**MAE 501. Axiomatic Systems (3)** Prerequisite: Permission of the Mathematical Sciences Department. Open only to graduate students in middle grades education. An introductory treatment of logic and methods of proof. Elementary set theory, relations,

functions, cardinality, the real number system and topics from axiomatic systems. Emphasis on precision in the language of mathematics and rigor in proofs. Students gain experience in communicating mathematics through presentations.

**MAE 502. Introduction to Statistics in Practice (3)** Prerequisite: Permission of the Mathematical Sciences Department. Open only to graduate students in middle grades education. (Designed for students majoring in the social sciences.) Graphical and numerical methods for univariate data; bivariate data organization and measures of association; contingency table analysis; sampling distributions; estimation and hypothesis testing; introduction to linear regression and correlation.

**MAE 505. Modern College Geometry (3)** Prerequisite: Permission of the Mathematical Sciences Department. Open only to graduate students in middle grades education. Use of elementary methods in advanced study of the triangle and circle, special emphasis on solving original examples, comparison of Euclidean and non-Euclidean and projective geometries.

**MAE 506. Historical Developments of Mathematics (3)** Prerequisites: Permission of the Mathematical Sciences Department. Open only to graduate students in middle grades education. Development of mathematics from earliest systems to present century. Personalities involved with the contributions of each. A problem-study approach to give the student some training in research.

**MAE 592. Topics in Mathematics (3)** Prerequisite: Permission of the Mathematics and Statistics Department. Open only to graduate students in middle grades education. Topics in mathematics not covered in existing MAE courses. May be repeated for credit.

## DEPARTMENT OF PSYCHOLOGY

### MASTER OF ARTS IN PSYCHOLOGY

**Graduate Coordinator:** Dr. Richard Ogle

The Department of Psychology offers a program leading to the Master of Arts in psychology. The specific goals of the programs are to emphasize the scientific methods and principles common to all fields of psychology. Within the program there are three separate concentrations:

- 1) a general psychology concentration with a major goal to prepare students for entry into doctoral programs in applied or experimental psychology;
- 2) a substance abuse treatment psychology concentration. The purpose of this clinical concentration is to help prepare students for the North Carolina Psychological Associate Licensure Examination and the North Carolina Clinical Addictions Specialist Licensure.
- 3) an applied behavior analysis concentration. The purpose of this clinical concentration is to help prepare students for the North Carolina Psychological Associate Licensure Examination and examination for Board Certification as an Applied Behavior Analyst.

#### Admission Requirements

Applicants seeking admission to the graduate program in psychology are required to submit the following to the Graduate School:

1. An application for graduate admission
2. Official transcripts of all college work (undergraduate and graduate)
3. Official scores on the Graduate Record Examination
4. Three recommendations from educators or others with professionally relevant information. (note: at least one letter must be from an educator)

Students who have majored in psychology or who have taken substantial coursework in psychology while majoring in another field will be considered for acceptance into the program. Students desiring admission into the graduate program in psychology must meet the following requirements: (a) a bachelor's degree from an accredited college or university or its equivalent from a foreign institution of higher education; (b) a strong academic record with an average of "B" or better in at least 21 hours of psychology courses, including statistics and a psychology research methods course; (c) satisfactory scores on the Graduate Record Examination.

Because admission decisions will be based upon careful consideration of all relevant factors, individuals who have indicators of success may be admitted even though they fall below some specified criteria. Individuals with identified deficiencies may be accepted provisionally with specified plans and goals for the remediation of those deficiencies. Such remediations may include a requirement of additional hours beyond those normally required for the degree.

Applications must be received by January 15 for admission the following fall semester. The admissions procedure may also include an invited interview with psychology department faculty. All interested applicants will be considered for graduate assistantships, which will be awarded on a competitive basis when they become available.

#### Degree Requirements

1. The general concentration will require a minimum of 33 semester hours; the substance abuse treatment concentration will require a minimum of 53 hours and the applied behavior analysis concentration will require a minimum of 51 hours.
2. Courses open only to graduate students: All students will take at least 33 hours of coursework open only to graduate students.
3. Students must maintain a "B" average in all graduate courses taken. A student ineligible to continue because of poor grades, based upon special circumstances, may petition the Graduate School for reinstatement. A petition for reinstatement must be accompanied by statements of endorsement or non-endorsement from both the department chairperson and the dean of the College of Arts and Sciences. A student so reinstated will be dismissed if any additional grade below that of "B" is earned.
4. A minimum of 26 semester hours of graduate study must be completed in residence.
5. A faculty committee composed of a chairman and at least two other members of the Graduate Faculty, will be established for each student within the first two semesters in residence. One committee member may be from outside the field of concentration. This committee will oversee the student's thesis and program of study.
6. A comprehensive written examination must be successfully completed. This is usually done during the semester in which the student is enrolled in final course work.
7. The student will present and defend a thesis which is acceptable to the faculty committee prior to graduation.
8. Satisfactory completion of nine hours of Research Methods courses is required: PSY 555 (4), PSY 579 (1), PSY 580 (1), and PSY 589 or PSY 515 (3).

9. Each student must complete an approved course of study within five years of the date of the first registration for graduate study to be eligible for graduation.
10. PSY 591 may be repeated only once for credit toward the graduation requirement.

**Requirements for the Master of Arts in psychology**

**Core courses:** Students in all three concentrations, general psychology, substance abuse treatment psychology and applied behavior analysis, must take the following core courses in addition to concentration requirements. Core courses specific to each concentration are noted.

**I. Research Methods (nine hours required)**

PSY 555 Psychological Research Methods I	(4)
PSY 579-580 Advanced Research Practicum	(1-1)
PSY 589 Psychological Research Methods II	(3)
or	
PSY 515 Small- <i>n</i> Research Design (required of Applied Behavior Analysis students)	(3)

**II. Academic Core courses (four of the following)**

PSY 510 Cognitive Psychology	(3)
PSY 517 Learning and Behavior Analysis (required of Applied Behavior Analysis students)	(3)
PSY 520 Developmental Psychology (required of Applied Behavior Analysis students)	(3)
PSY 556 Advanced Physiological Psychology (required of both Applied Behavior Analysis and Substance Abuse Treatment Psychology students)	(3)
PSY 565 Personality and Social Psychology	(3)

**III. PSY 599 Thesis (six hours to be taken over at least two semesters)** (6)**General psychology concentration requirements (33 semester hours):**

In addition to four of the core courses listed above, students seeking a Master of Arts in psychology under the general psychology concentration must also complete the following:

PSY 595 Topical Seminar	(3)
One elective approved by the psychology graduate coordinator	(3)

**Substance abuse treatment psychology concentration requirements (55 semester hours):**

Students in the substance abuse treatment concentration must take PSY 556 Advanced Physiological Psychology as an Academic Core course, but may select any three of the remaining four courses from that category. In addition to the four core courses, students seeking a Master of Arts in psychology under the substance abuse treatment psychology concentration must complete the following:

PSY 525 Psychological Assessment I	(3)
PSY 526 Psychological Assessment II	(3)
PSY 545 Chemical Dependency	(3)
PSY 547 Advanced Psychopathology	(3)
PSY 549 Basic Interviewing Skills in the Treatment of Substance Abuse	(2)
PSY 550 Advanced Psychotherapy	(3)
PSY 551 Intervention Strategies in Alcohol & Drug Problems	(3)
PSY 552 Cultural, Ethical, and Legal Issues in Mental Health	(3)
PSY 594 Clinical Psychology Practicum	(2)
PSY 598 Internship	(3)

**Applied behavior analysis concentration requirements (53 semester hours):**

Students in the applied behavior analysis concentration must take PSY 517, 520 and 556 to fulfill three of the four academic core requirements and may select from PSY 510 or 565 for the fourth. In addition to the four core courses, students seeking a Master of Arts in psychology under the applied behavior analysis concentration must complete the following:

PSY 518 Applied Behavior Analysis	(3)
PSY 519 Conceptual Issues in Behavior Analysis	(3)
PSY 522 Advanced Topics in Behavior Analysis	(3)
PSY 525 Psychological Assessment I	(3)
PSY 547 Advanced Psychopathology	(3)

PSY 550 Advanced Psychotherapy	(3)
PSY 552 Cultural, Ethical, and Legal Issues in Mental Health	(3)
PSY 596 Clinical Psychology Practicum in Applied Behavior Analysis	(2)
PSY 597 Internship in Psychology and Applied Behavior Analysis	(3)

## GRADUATE PROGRAM IN PSYCHOLOGY

### Course Descriptions

**PSY 510. Cognitive Psychology (3)** Prerequisite: Admission to the psychology graduate program or permission of instructor. Examination and evaluation of research, theories and methods addressing cognitive processes such as memory, thinking, attention, and problem solving.

**PSY 515. Small-n Research Design (3)** Prerequisite: Permission of instructor. An investigation of the strategies and tactics of small-n (single-subject) experimental design and its role in behavior analysis. Topics include the conceptual basis and logic of the design, experimental control and internal validity (e.g., treatment of behavioral variability), data analysis, and interpretation of results.

**PSY 516. (416) Adult Development and Life Transitions (3)** Explores the major normative and nonnormative changes which take place during adulthood. Operating from a lifespan perspective, topics include an examination of how adults initiate, understand, cope with and resolve life transitions (e.g. parenting, loss, illness, career change, relationship change).

**PSY 517. Learning and Behavior Analysis (3)** Prerequisite: Admission to the psychology graduate program or permission of instructor. Advanced topics in animal and human learning and the analysis of behavior, including theories, research methods, and experimental findings.

**PSY 518. Applied Behavior Analysis (3)** Prerequisite: Permission of instructor. An examination of the methodological, empirical, and conceptual issues involved in the extension of behavior-analytic principles to applied settings. Topics include a review of basic principles in behavior analysis, issues of behavioral measurement, functional analysis of behavior, design and implementation of contingency management programs and evaluation of behavioral programs.

**PSY 519. Conceptual Issues in Behavioral Analysis (3)** Prerequisite: Permission of instructor. An investigation of the theoretical foundations of behavior analysis and conceptual issues associated with its application. Topics include the definitions of stimulus and response, distinctions between operant and respondent behavior, radical behaviorism and the nature of private events, and the extension of behavioral-analytic principles to a wide variety of domains.

**PSY 520. Developmental Psychology (3)** Prerequisite: Open only to psychology graduate students or by permission of instructor. Child psychology is a scientific field devoted to understanding normative human development and individual differences from conception through adolescence. This course examines and evaluates research and theories concerning social, emotional, cognitive, and physical development.

**PSY 522. Advanced Topics in Behavior Analysis (1)** Prerequisite: Permission of instructor. Methodological, empirical, and applied topics in behavior analysis. Emphasis is on the primary literature in methodological, experimental, and applied aspects of behavior analysis and on the acquisition and influence of students' presentation and discussion skills. May be repeated for credit.

**PSY 524. The Psychology of Aging (3)** Prerequisite: Course in aging or gerontology or permission of instructor. Advanced topics on the effects of aging on a variety of psychological processes including attention, memory, complex cognition, personality, mental health, and social support.

**PSY 525. Psychological Assessment I (3)** Prerequisite: Admission into the substance abuse treatment psychology concentration and permission of instructor. Role, administration, and responsible uses of psychological testing. Topics include administration and interpretation of basic vocational, aptitude, intelligence, and personality tests and interpretation of assessment reports prepared by others.

**PSY 526. Psychological Assessment II (3)** Prerequisite: PSY 525. Topics include objective personality assessment, objective psychopathology assessment, behavioral and physiological assessment, projective testing, substance abuse assessment, and report writing. Course will include instruction and rehearsal in test administration and interpretation. A grade of "B" or better must be earned for subsequent registration in PSY 594.

**PSY 545. (445) Chemical Dependency (3)** Prerequisite: Course in drugs and behavior or permission of instructor. Topics include basic psychopharmacology, theory, method, and research in the study of substance abuse and advanced consideration of causes, consequences and treatments of the major addictive disorders.

**PSY 547. Advanced Psychopathology (3)** Prerequisite: Course in psychopathology and permission of instructor. Etiology, assessment, and treatment of the major psychological disorders. Emphasis is on appropriate use of diagnostic systems and on ethical and legal issues in diagnosis.

**PSY 549. Basic Interviewing Skills in the Treatment of Substance Abuse (2)** Prerequisite: Admission into the substance abuse treatment psychology concentration or permission of instructor. Introduction to therapeutic interviewing and active listening skills that will facilitate behavior change in substance abusing clients. Format includes lecture, readings, and experiential exercises. A grade of "B" or better must be earned for subsequent registration in PSY 550.

**PSY 550. Advanced Psychotherapy (3)** Prerequisite: Admission into the substance abuse treatment psychology concentration, PSY 547, an undergraduate course in theories of psychotherapy or counseling, and permission of the instructor. . Advanced study of major theories of psychotherapy, psychotherapy research, and psychotherapy skills. Practical interviewing and intervention skills are emphasized. Format includes lecture, independent reading, and experiential exercises.

**PSY 551. Intervention Strategies in Alcohol and Drug Problems (3)** Prerequisite: PSY 545, PSY 550, and permission of instructor. Review of multidisciplinary theory and practice in treatment of alcohol and drug dependent clients. Topics include nondirective approaches, cognitive/behavioral approaches, 12-step approaches, family therapy, and group process. Format includes lecture and experiential exercises.

**PSY 552. (452) Cultural, Ethical, and Legal Issues in Mental Health (3)** Prerequisite: Permission of instructor. Cultural, ethical and legal issues involved in psychological testing, research, and treatment. Topics include cultural competence, confidentiality, conflicts between ethics, law, and policy, the North Carolina Psychology Practice Act, and review of the ethical principles in psychology and applied behavior analysis.

**PSY 555. Psychological Research Methods I (4)** Prerequisite: Course in research methods in psychology and permission of instructor. Advanced study of research design and statistical analysis applicable to research in psychology. Topics, taught from an advanced perspective, include analysis of variance, correlational and nonparametric techniques.

**PSY 556. Advanced Physiological Psychology (3)** Prerequisite: Open only to psychology graduate students or by permission of instructor. Advanced topics in the anatomical and physiological study of the nervous system and behavior. Topics include brain-behavior relationships, neuropathologies, advantages and disadvantages of different techniques in neuroscience, and brain mechanisms of reward and drug addiction.

**PSY 565. Personality and Social Psychology (3)** Prerequisite: Open only to psychology graduate students or by permission of instructor. Current research trends in social and personality psychology. Emphasis is on the relation of personality and situational factors in determining behavior.

**PSY 579-580. Advanced Research Practicum (1-1)** Students may participate in a variety of different research projects. Ongoing research opportunities include practica in cognitive development, behavioral pharmacology, neuropharmacology, animal behavior, social psychology, clinical issues, behavioral medicine and others.

**PSY 589. Psychological Research Methods II (3)** Prerequisite: PSY 555. Overview of the various research strategies and designs used in psychology. Application and extension of methods learned in Psychological Research Methods I to contemporary research problems in psychology.

**PSY 591. Directed Independent Study (1-3)** May be repeated once for credit.

**PSY 592. Special Topics in Psychology (1-3)** Prerequisite: Permission of instructor. Study of topics or issues not covered in existing classes. Elective course that may be repeated for credit.

**PSY 594. Clinical Psychotherapy Practicum (2-4)** Prerequisite: Completion of all relevant clinical coursework and consent of instructor. Practical experience at local agencies, supervision and seminar on campus. Application of ethical principles and development of clinical skills such as interviewing, assessment, and for ABA students, behavior analytic skills including functional assessment, contingency management and behavioral programming.

**PSY 595. Seminar (3)** Prerequisite: Permission of instructor. Advanced topics in psychology. Examples of seminars offered include: Advanced Topics in Substance Abuse, Animal Behavior, Behavioral Neuroscience, Behavior Analysis, Behavioral Medicine, Chemical Dependency, Clinical Neuropsychology, Cognitive Psychology, Developmental Psychology, Dual Diagnosis,



Family Therapy, Psychological Aspects of HIV Infection, Psychopharmacology, Psychotherapy, Rehabilitation Psychology, Sensation and Perception, Social and Community Psychology, Statistics and Computer Applications, and Women and Alcohol. May be repeated for additional credit.

**PSY 596. Clinical Psychology Practicum in Applied Behavior Analysis (2)** Prerequisites: Completion of all relevant clinical and behavior analysis coursework and consent of instructor. Practical experience at local agencies, supervision and seminar on campus. Application of ethical principles and development of clinical applied behavior analysis skills such as interviewing, functional assessment, contingency management and behavioral programming.

**PSY 597. Internship in Psychology and Applied Behavior Analysis (1-3)** Prerequisites: Completion of all relevant clinical and behavior analysis coursework and consent of instructor. One thousand hours of supervised practice in an applied setting where psychology and applied behavior analysis are practiced and supervised.

**PSY 598. Internship (1-3)** Prerequisite: PSY 525, PSY 547, PSY 551, PSY 552, PSY 594 with a grade of "B" or better, and permission of instructor. One thousand hours of supervised practice in the application of psychological assessment, applied behavioral analysis, or psychotherapy skills. Trainees work in an applied setting where substance abuse treatment or applied behavior analysis is offered with regular consultation with a supervisor.

**PSY 599. Thesis in Psychology (1-6)** Prerequisite: PSY 580. Intensive study of topic selected by student and approved by thesis committee. Includes definition of problem, review of related literature, application of appropriate methodology, and interpretation of results and conclusions. Oral presentation and defense of thesis required.

## DEPARTMENT OF PUBLIC AND INTERNATIONAL AFFAIRS

### MASTER OF PUBLIC ADMINISTRATION

**Graduate Coordinator:** Dr. Mark Imperial

The Master of Public Administration (MPA), housed in the Department of Public and International Affairs in the College of Arts and Sciences, is an interdisciplinary, terminal professional degree designed to: provide a broad education for individuals expecting to enter government and nonprofit institutions and who aspire to management positions; enhance the capabilities and performance of those individuals currently in management positions in southeastern North Carolina; produce relevant public administration research; and provide active public service aimed at the support and improvement of public administration and nonprofit management in southeastern North Carolina.

The three primary foci of the MPA program are as follows:

- 1) Skill in the Management of Public/Nonprofit Organizations
  - human resources
  - budgeting and financial processes
  - information management, including computer systems and applications
  - application of quantitative and qualitative techniques in policy analysis, program development, program evaluation, and policy and program implementation
  - decision-making and problem-solving
- 2) Understanding of Public Policy and Organizational Environment
  - political institutions and processes
  - legal institutions and processes
  - economic institutions and processes
  - social institutions and processes
  - organization and management concepts and behavior
- 3) Awareness of Ethics in the Management of Public/Nonprofit Organizations
  - responsible exercise of administrative discretion in a political environment
  - understandable and accurate communication of data to citizens and elected officials
  - advancing the public interest

Furthermore, concentrated areas of study will be provided in:

- Coastal Planning and Management
- Environmental Policy and Management
- Urban and Regional Policy and Planning
- Nonprofit Management
- Marine Policy
- Public Management
- Customized concentrations

### Admission Requirements

Deadline for submitting applications for fall admission is June 15 and December 1 for spring admission. Applicants seeking admission to the Master of Public Administration program are required to submit the following to the Graduate School:

1. An application for graduate admission
2. Official transcripts of all college work (undergraduate and graduate)
3. Official scores on the Graduate Record Exam (GRE) or the Graduate Management Admission Test (GMAT).
4. Three recommendations from individuals who are in a position to evaluate the applicant's professional competence as well as potential for graduate study (ideally at least one reference should be an academic instructor).
5. A personal statement describing educational and professional experiences, their reasons for pursuing graduate study in public administration, and career goals
6. Resume
7. Optional writing sample

Applicants seeking admission to the program must have a bachelor's degree from an accredited college or university, or its equivalent from a foreign institution of higher education based on a four-year program; a strong academic record with an average GPA of 3.0 or better in the undergraduate program; academic potential as indicated by satisfactory performance on the GRE General Test or GMAT. Individuals who fall below a specified criterion may be admitted if other factors indicate potential for success. Individuals with identified deficiencies may be accepted provisionally with specified plans and goals for the

remediation of these deficiencies. Such remediation may include a requirement of additional hours beyond those normally required for the degree.

## **Degree Requirements**

### **Option 1 - Non-Thesis**

The program requires the satisfactory completion of 42 credit hours of approved graduate level courses or a minimum of 39 credit hours if the internship or practicum requirement is waived (see below).

The program requirements consist of the following: 18 credits of core classes designed to provide the basic skills needed by managers and policy analysts working in public and nonprofit organizations; 3 credits of an internship or practicum designed to link theory with practice; three credits of an applied skill-based elective; and 12 credits of an approved concentration. Students can take their remaining six to nine credits from electives offered by the Department of Public and International Affairs or choose approved electives offered by other departments or universities.

### **Option 2 - Thesis**

Students wishing to complete a thesis may do so by pursuing a thesis option which requires:

- 1) Creating a Thesis Committee consisting of a chairperson and two additional members of the Graduate Faculty. At least two members of the committee including the chairperson must be from the Department of Public and International Affairs. This committee will oversee the student's thesis. Students are advised to create this faculty committee no later than the third semester of enrollment.
- 2) Prepare and defend a thesis proposal following departmental guidelines.
- 3) Prepare and defend a thesis that is acceptable to the individual's thesis committee.
- 4) Complete at least 6 hours of PLS 599 Thesis
- 5) Complete at least 45 hours of graduate credit, three hours more than students who do not pursue this option.

Students who pursue the thesis option are not required to take PLS 595: The Capstone Seminar in Public Administration.

### **Core Requirements (18 credit hours)**

All students are required to complete the following classes:

PLS 500	Managing Public and Nonprofit Organizations	(3)
PLS 501	Quantitative Methods	(3)
PLS 502	Public Human Resources Administration	(3)
PLS 503	Public Budgeting and Finance Administration	(3)
PLS 505	Policy Analysis	(3)
PLS 595	Capstone Seminar in Public Administration	(3)

### **Internship or Practicum (3 credit hours)**

Students must do at least 3 credit hours of an internship or practicum unless the requirement is waived. In general, the practicum will be the option used by working professionals who do not have the flexibility to participate in an internship. The practicum requires an applied research paper(s) examining a management or policy issue at the student's work place. Requests for a waiver from the internship or practicum requirement must be made in writing and be approved by the student's advisor and the MPA coordinator. Waivers will only be considered if the student can demonstrate a minimum of five years of significant management or policy-related professional experience or the student has completed a comparable experience that the MPA coordinator has determined is a suitable substitute for the internship or practicum requirement.

PLS 594	Practicum in Public Administration	(3-6)
PLS 598	Internship in Public Administration	(3-6)

### **Applied Skill-Based Electives (3 credit hours)**

All students are required to take one of the following applied skill-based electives, however, students can take additional classes from this list as electives or concentration courses. Students should consult with their advisors to select the appropriate course.

PLS 504	Computer Applications and MIS in Public Administration	(3)
PLS 506	Program Evaluation	(3)
PLS 507	Applied Management Tools, Skills, and Techniques	(3)
PLS 541	Public Economics and Cost-Benefit Analysis	(3)
PLS 545	Government Planning and Geographic Information Systems	(3)
GGY 524	Geographic Information Systems	(3)
EVS 578	Hazardous Waste Operations and Emergency Response (HazWOpER)	(3)
ANT 500	Ethnographic Research Methods	(3)
SST 505	Data Analysis	(3)
SST 511	Design of Experiments and Analysis of Variance	(3)

SST 512	Applied Regression and Correlation	(3)
SST 525	Categorical Data Analysis	(3)
SST 530	Introduction to Non-parametric Statistics	(3)
SST 535	Applied Multivariate Analysis	(3)
SST 540	Linear Models and Regression Analysis	(3)
SST 565	Applied Probability	(3)
SST 569	Stochastic Processes in Operations Research	(3)
SST 590	Case Studies in Statistical Consulting	(3)
ENG 551	Topics in Professional Writing	(3)
ECN 525	Environmental Economics	(3)
ECN 528	Regional Economics	(3)
ECN 530	Natural Resource Economics	(3)
	Or other approved electives	

**Concentrations (12 credit hours)**

All students are also required to pursue a concentrated area of study in Coastal Planning and Management (12 credits), Environmental Policy and Management (12 credits), Marine Policy (12 credits), Nonprofit Management (12 credits), Public Management (12 credits), or Urban and Regional Policy and Planning (12 credits). Students can also elect to design their own twelve credit concentrations in areas such as historic preservation, health policy, gerontology and public history. Students wishing to design their own concentrations should consult their advisor or the MPA coordinator.

**Coastal Planning and Management (12 credit hours)**

All students pursuing a concentration in coastal management must complete the following requirements:

PLS 521	Foundations of Coastal and Environmental Management	(3)
PLS 527	Planning Theory and Planning Law	(3)

Students must take an additional six credit hours of an approved elective.

Choose six credit hours from the following list of approved electives:

EVS 570	Advanced Environmental Law and Policy	(3)
GGY 526	Environmental Geographic Information Systems	(3)
GGY 578	Historic Preservation Planning	(3)
GLY 558	Introduction to Coastal Management	(3)
PLS 513	Politics, Planning and Urban Sprawl	(3)
PLS 517	Strategic Planning and Management for Public and Nonprofit Organizations	(3)
PLS 522	Field Seminar in Coastal Management	(3)
PLS 524	Managing Coastal Hazards	(3)
PLS 525	Managing Coastal Ecosystems	(3)
PLS 528	Local Government Administration	(3)
PLS 543	Environmental Policy Analysis	(3)
PLS 544	Resource Economics	(3)
PLS 545	Government Planning and Geographic Information Systems	(3)
ECN 525	Environmental Economics	(3)
ECN 530	Natural Resource Economics	(3)
	Or other approve electives	

**Environmental Policy and Management (12 credit hours)**

All students pursuing a concentration in environmental management must complete the following requirements:

EVS 501	Introduction to Environmental Problems and Policy	(3)
PLS 543	Environmental Policy Analysis	(3)
BIO 562	Wetland Management	(3)
BIO 568	River Ecology	(3)
EVS 570	Advanced Environmental Law and Policy	(3)
EVS 578	Hazardous Waste Operations and Emergency Response (HazWOpER)	(3)
GGY 526	Environmental Geographic Information Systems	(3)
GLY 520	Global Climate Change	(3)
PLS 520	Seminar in Coastal Processes and Problems	(3)
PLS 521	Foundations of Coastal and Environmental Management	(3)
PLS 522	Field Seminar in Coastal Management	(3)
PLS 525	Managing Coastal Ecosystems	(3)
PLS 540	Environmental Management	(3)

PLS 544	Resource Economics	(3)
ECN 525	Environmental Economics	(3)
ECN 530	Natural Resource Economics	(3)
	Or other approved electives	

**Urban and Regional Policy and Planning (12 credit hours)**

All students pursuing a concentration in public policy analysis must complete the following requirements:

PLS 513	Regional Planning, Politics, and Policy	(3)
PLS 527	Planning Theory and Planning Law	(3)

Students must take an additional six credit hours of an approved elective.

Choose six credit hours from the following list of approved electives:

GGY 524	Geographic Information Systems	(3)
PLS 506	Program Evaluation	(3)
PLS 514	Conflict Resolution	(3)
PLS 521	Foundations of Coastal and Environmental Management	(3)
PLS 528	Local Government Administration	(3)
PLS 541	Public Economics and Cost-Benefit Analysis	(3)
ECN 528	Regional Economics	(3)
	Or other approved electives	

**Nonprofit Management (12 credit hours)**

All students pursuing a concentration in nonprofit management must complete the following requirements:

PLS 530	Management Practices in Nonprofit Organizations	(3)
PLS 531	Resource Development in Nonprofit Organizations	(3)

Choose six credit hours from the following list of approved electives:

PLS 507	Applied Management Tools, Skills, and Techniques	(3)
PLS 508	Ethics and Leadership in Public Life	(3)
PLS 532	Issues in Nonprofit Management	(3)
PLS 542	Management Interorganizational Relations	(3)
	Or other approved electives	

**Marine Policy (12 credit hours)**

All students pursuing a concentration in marine policy must complete the following requirements:

PLS 543	Environmental Policy Analysis	(3)
PLS 544	Resource Economics	(3)
	Or	
ECN 525	Environmental Economics	(3)

Choose three credit hours from the following list of approved electives:

BIO 558	Biology of Recreational and Commercial Fish	(3)
BIO 560	Estuarine Biology	(4)
BIO 562	Wetland Management	(3)
BIO 564	Biological Oceanography	(3)
BIO 568	River Ecology	(3)
BIO 585	Special Topics in Advanced Biology	(3)
BIO 591	Directed Independent Study	(1-4)
CHM 575	Chemical Oceanography	(3)
CHM 576	Chemical and Physical Analysis of Seawater	(3)
CHM 591	Directed Independent Study	(1-3)
GLY 520	Global Climate Change	(3)
GLY 550	Marine Geology	(3)
GLY 558	Introduction to Coastal Management	(4)
GLY 591	Directed Independent Study	(3)
MSC 591	Directed Independent Study	(1-4)
PHY 575	Physical Oceanography	(1-3)
	Or other approved electives	

Choose three credit hours from the following list of approved electives:

EVS 570	Advanced Environmental Law and Policy	(3)
GGY 526	Environmental Applications in GIS	(3)
PLS 520	Seminar in Coastal Processes and Problems	(3)
PLS 521	Legal Foundation of Coastal and Environmental Management	(3)
PLS 522	Field Seminar in Coastal Management	(3)
PLS 524	Managing Coastal Hazards	(3)
PLS 525	Managing Coastal Ecosystems	(3)

Students must take an additional three credit hours of an approved elective.

#### **Public Management (12 credit hours)**

All students pursuing a concentration in public management must complete the following requirements:

PLS 517	Strategic Planning and Management for Public and Nonprofit Organizations	(3)
PLS 542	Managing Interorganizational Relations	(3)

Students must take an additional six credit hours of an approved elective.

Choose six credit hours from the following list of approved electives:

PLS 506	Program Evaluation	(3)
PLS 507	Applied Management Tools, Skills and Techniques	(3)
PLS 508	Ethics in Public Life	(3)
PLS 509	Leading Public and Nonprofit Organizations	(3)
PLS 514	Conflict Resolution	(3)
PLS 515	Organizational Communication	(3)
PLS 516	Leadership and Organizational Culture	(3)
PLS 528	Local Government Administration	(3)
PLS 530	Management Practices in Nonprofit Organizations	(3)
PLS 541	Public Economics and Cost-Benefit Analysis	(3)
ECN 528	Regional Economics	(3)
	Or other approved electives	

#### **Customized Concentration (12 credit hours)**

Students can also elect to design their own twelve credit concentration in areas such as historic preservation, health policy, or gerontology. Classes offered by the Department of Public and International Affairs, by other departments on campus, and by other universities can be part of the concentration. Students wishing to design their own concentrations should consult with their advisor or the MPA coordinator.

#### **Approved Electives (6 credit hours)**

Students generally have to complete an additional 6 credits in order to fulfill their degree requirements. Students have the following options: take additional classes offered as applied skill-based electives; take classes offered as concentration classes; take classes listed as electives below; take approved electives offered by other departments or universities. Students should consult with their advisor and the MPA coordinator when planning their program of study and selecting their electives.

### **GRADUATE PROGRAM IN PUBLIC ADMINISTRATION**

#### **Course Descriptions**

**PLS 500. Managing Public and Nonprofit Organizations (3)** Provides an overview of theories of organization, decision making, leadership, motivation, communication, and conflict resolution in the environment of public and nonprofit organizations.

**PLS 501. Quantitative Methods (3)** Issues and techniques in data collection and statistical analysis for managers and policy analysts in public and nonprofit organizations.

**PLS 502. Public Human Resources Development and Administration (3)** The study of policies, methods and techniques utilized in the public human resource function. Special attention is given to challenges reflecting contemporary demands in the areas of recruitment, training, compensation, performance evaluation, motivation, labor relations, sexual harassment, and diversity in the public workforce.

**PLS 503. Public Budgeting and Finance Administration (3)** Focuses on governmental budgeting and finance at the federal, state, and local level. Topics include budget types, budget preparation, politics of the budgetary process, tax policy, revenue sources, and other public finance issues. Attention is also paid to specific issues related to budgeting and finance issues in the nonprofit sector.

**PLS 504. Computer Applications and MIS in Public Administration (3)** Theory and application of the use of information technology to support decision making in public organizations. Topics include the use of the Internet to share and collect information, Geographic Information Systems, and appropriate software packages.

**PLS 505. Policy Analysis (3)** Examines the different approaches to public policy analysis and the various techniques that an analyst uses such as cost-benefit analysis. Students complete an applied policy analysis and present results to a simulated audience.

**PLS 506. Program Evaluation (3)** Covers research methods and basic statistics including hypothesis testing and examines the theory and practice of program evaluation including the ethical issues related to the practice of program evaluation.

**PLS 507. Applied Management Tools, Skills, and Techniques (3)** Examines concepts, techniques, and tools used by organizations with a focus on improving management skills. Topics covered include managing meetings, giving presentations, interacting with the media, strategic planning, performance measurement, and contracting.

**PLS 508. Ethics in Public Life (3)** Examination of ethical principles as they apply to the practice of public administration; basic legal constraints such as conflict of interest laws; role of codes of ethics; and models for the responsible exercise of administrative discretion by public officials.

**PLS 509. Leading Public and Nonprofit Organizations (3)** Examines the theoretical and practical approaches to leading and managing public and nonprofit organizations.

**PLS 510. Introduction to Public Affairs (3)** Covers the rationales for public policy and critical concepts in public economics (e.g., market failures, public goods, externalities, monopolies, information asymmetries, and public choice theory). Class also examines the public policy process (e.g., context, agenda setting, implementation, evaluation, etc.), and the legal foundations of public administration (i.e., federalism, checks and balances, roles of the courts, etc.) and the basics of state and local politics in the U.S.

**PLS 513. Regional Planning Politics and Policy (3)** Explores the connection between formal planning processes and political decision making at the regional and local level for various policy issues (e.g., rapid development, sprawl, transportation, aging population, affordable housing, rural poverty, economic development, quality of life, etc.). Special attention is given to how planners and analysts provide advice to elected and non-elected decision makers.

**PLS 514. Conflict Resolution (3)** Examines the theoretical and practical perspectives and techniques for resolving conflict. Emphasis is placed on bargaining, negotiation, and conflict management techniques used in public and nonprofit organizations and interpersonal relationships.

**PLS 517. Strategic Planning and Management for Public and Non-profit Organizations (3)** Examines the theoretical and practical approaches to conducting strategic planning and management in public and nonprofit organizations.

**PLS 520. Seminar in Coastal Processes and Problems (3)** Examines various coastal management policies and problems from a variety of perspectives (e.g., legal, economic, political, scientific, etc.).

**PLS 521. Foundations of Coastal and Environmental Management (3)** Analyzes key policy issues and the laws, regulations, and decisions that influence the management of coastal land in North Carolina and the United States.

**PLS 522. Field Seminar in Coastal Management (3)** Field seminar that uses an applied project to examine the political, economic, and socio-cultural challenges facing coastal managers. It also examines the role of science in the policy and management process. Students are expected to collect and analyze data, prepare a report, and present their findings.

**PLS 524. Managing Coastal Hazards (3)** Explores the natural and technological hazards that threaten coastal areas, the principles of coastal hazard mitigation and the development of policy dealing with the preparedness, response to and recovery from the events.

**PLS 525. Managing Coastal Ecosystems (3)** Examines programs, policies, and approaches to managing coastal ecosystems such as watershed management, ecosystem management, command and control approaches, and market-based approaches.

**PLS 527. Planning Theory and Planning Law (3)** Course reviews and provides an overview of this history of the major urban/regional planning theories in the U.S. and Europe. Emphasizes the legal framework and case law connected to local land use policies and regulations

**PLS 528. Local Government Administration (3)** Examines the institutions, laws and policies that surround local government administration. It also examines contemporary issues and problems faced by town administrators from a variety of perspectives (e.g., legal, economic, social, political, societal, etc.)

**PLS 530. Management Practices in Nonprofit Organizations (3)** Introduction to theoretical foundations, structures, and processes of nonprofit organizations; historical development and impact of social, political, legal and economic environment in which nonprofit organizations exist; and complexities of organizational governance shared by volunteer and professional staff decision makers.

**PLS 531. Resource Development in Nonprofit Organizations (3)** Introduction to various resources important to nonprofit organizations including financial support, volunteers, and community awareness, and to the wide ranges of organization activities utilized for acquisition and maintenance of these resources, such as grant writing and fundraising strategies.

**PLS 532. Issues in Nonprofit Management (3)** Examination of the current managerial, legal, and political challenges facing nonprofit organizations.

**PLS 540. Environmental Management (3)** Examines selected policies and programs including both regulatory and non-regulatory approaches to environmental management in the United States.

**PLS 541. Public Economics and Cost-Benefit Analysis (3)** An applied policy analysis course covering basic economic concepts. The class will also provide an introduction to the techniques of cost-benefit analysis. Students complete an applied cost-benefit project and present results to a simulated audience.

**PLS 542. Managing Inter-organizational Relations (3)** Course provides an overview of the theory and practice of inter-organizational relations. Topics generally include inter-governmental relations, inter-governmental management, collaboration, networks, policy implementation and governance. Emphasis is placed on emerging trends from the new governance movement and the increased relationships between public, private, and nonprofit organizations in government service delivery.

**PLS 543. Environmental Policy Analysis (3)** Examines the fundamental factors that influence environmental policy in the United States. It also examines the different approaches to policy analysis and the techniques available to environmental policy analysis.

**PLS 544. Resource Economics (3)** Introduction to environmental and natural resource economics and policy. Emphasizes applied methods and results of use to practicing coastal managers. Topics include pollution regulation and pollution damage assessment, recreation and tourism impact analysis, public good valuation methods, the economics of land development and urban sprawl, and economic issues in forestry, wetlands and fisheries management.

**PLS 545. Government Planning and Geographic Information Systems (3)** Examines the use of government geographic information systems (GIS) in the context of land use planning and other applications in state and local government. Course provides an introduction to the theory and application of GIS, spatial data collection, relational databases, spatial analysis, and mapping.

**PLS 561. Comparative Public Administration (3)** Examines public administration in many different countries with a particular emphasis on development administration, the government-administration interface, and the administrative issues of cooperation between two or more countries.

**PLS 562. International Environmental Policy (3)** Examines major political issues related to national level and international environmental politics and policy-making. Emphasis is placed on democracy, political transition, levels of development, national cultural values, political institutions, and citizens as potential shapers of the nature and dynamics of environmental politics and vice versa as well as trans-boundary interactions and relations affecting the environment.

**PLS 591. Directed Individual Study in Public Administration (1-6)** Independent investigation of research problems or directed readings in a selected area of public administration.

**PLS 592. Special Topics in Public Administration (3)** Intensive study of selected topics in public administration. May be taken for credit three times, for a total of nine credit hours.

**PLS 594. Practicum in Public Administration (3-6)** The application of knowledge, concepts and analytical tools to contemporary issues that challenge public administrators. Individuals select special projects to pursue in local public and nonprofit organizations and conduct research under the guidance of a faculty member.



**PLS 593. Study Abroad in Public Administration (1-6)** Prerequisite: PLS 500, PLS 501, and PLS 505 or have the consent of the Graduate Coordinator. Special opportunities to study abroad. Course is repeatable for additional credit.

**PLS 595. Capstone Seminar in Public Administration (3)** Prerequisite: PLS 500, PLS 501, and PLS 505. Synthesizing experience at the end of the program where key concepts from the curriculum are integrated and applied to contemporary issues in public administration. Public administration as a profession and career opportunities for graduate students are discussed. Student completes an applied research project that integrates materials from the curriculum and the internship or practicum.

**PLS 598. Internship in Public Administration (3-6)** Participation in a field experience, including a journal and written report critically describing the student's responsibilities and experiences, focusing on linkages between the theory learned in coursework and the practice of public administration. Field experience will result from a supervised internship in a cooperating public or nonprofit organization. This course is graded satisfactory/unsatisfactory (S or U).

**PLS 599. Thesis in Public Administration (1-6)** Prerequisites: at least 30 hours toward completion of the master's degree and permission of the MPA coordinator. Intensive study of a topic selected by the student and approved by a thesis committee. Includes definition of problem, review of related literature, application of appropriate methodology, and interpretation of results and conclusions. Oral presentation and defense of thesis are required.

## POST –BACCALAUREATE CERTIFICATE PROGRAM IN CONFLICT MANAGEMENT AND RESOLUTION

**Graduate Coordinator:** Dr. Remonda Kleinberg

The Department of Public and International Affairs offers a multi-disciplinary post-baccalaureate program in Conflict Management and Resolution (CMR) for professionals, practitioners and students who wish to gain a greater understanding of a variety of conflict in both domestic and international settings. The program is based on a dual-format, blended-course model which includes intensive instructional blocks followed by self-paced but guided distance education. There is one instructional block a semester spanning two weeks at the beginning of the fall and spring semesters. The program is designed to provide core knowledge, skills, and abilities through a set of modules focused on the theoretical and applied approaches to conflict management. Students acquire the tools to respond to a broad spectrum of scenarios including interpersonal conflict, third-party facilitation and mediation, and larger group conflict. The objective of the certificate program is to give graduates the knowledge and skill set to manage conflict in diverse domestic or international environments. Students may participate in the certificate program while enrolled in a master's degree program in another discipline. In order to better address the various career goals of our students, the certificate in conflict management and resolution will have two tracks: domestic and international. UNCW's CMR students will have the opportunity to take courses in the Masters Programme in Conflict Transformation and Management at the Nelson Mandela Metropolitan University (NMMU) in Port Elizabeth, South Africa. NMMU utilizes a similar model of course instruction.

### Admission Requirements

Applicants seeking admission to the Conflict Management and Resolution certificate program must hold a bachelor's degree from an accredited college or university in the United States or its equivalent in a foreign institution based on a four-year program. Applicants must have a strong academic record in any field with an overall GPA of 3.00, or a "B" average. All applicants must submit the following to the UNCW Graduate School:

1. An application for graduate admission.
2. Official transcripts of all college work (undergraduate and graduate)
3. A 500-word essay on the applicant's goal in pursuing graduate work in conflict management and resolution.
4. Three letters of recommendation from an academic institution or the applicant's relevant professional field.

\*These admissions requirements apply only to the graduate certificate program in *Conflict Management and Resolution*. Students interested in combining the CMR certificate program with a master's degree from another department will have to meet all admission criteria for that degree.

### Certificate Requirements

The CMR program requires 18 hours. The certificate includes 3 core courses (9 hours) that are mandatory for both domestic and international tracks. Students will choose three electives, or 9 additional hours, in one of either the domestic track or the international track. All courses listed will be taught in a semi-distance format where students will be required to attend a block of intense class lectures after which assignments will be completed off-campus.

### Required Courses

CMR 502	Conflict Management Theory
CMR 503	Decision Making and Negotiation
CMR 507	Mediation and Conflict Resolution Practicum

### International Track Electives

CMR 525	Conflict in International Politics
CMR 526	Diversity Management
CMR 530	International Law and Dispute Resolution
CMR 531	Ethics in International Affairs
CMR 532	Development, Change and Conflict
CMR 533	International Peacekeeping and Negotiation
CMR 534	Problem Solving and Decision Making
CMR 535	Violence Studies
CMR 536	Terrorism and Counterterrorism
CMR 537	Hostage Negotiations
CMR 538	Intercultural Dispute Resolution
CMR 541	Missile Defense and its Role in Conflict Resolution
CMR 542	The Psychology of Terrorism
CMR 543	International Organizational Behavior
CMR 544	Strategic Communication: Analysis of Persuasion and Cultural Principles and Techniques

### Domestic Track Electives

CMR 520	Conflict Management and Resolution
CMR 521	Alternative Dispute Resolution (ADR)
CMR 522	Public Management and Facilitation
CMR 523	Ombudsmanship
CMR 524	Family Systems
CMR 526	Diversity Management
CMR 527	Labor Law and Relations
CMR 534	Problem Solving and Decision Making

## Graduate Certificate in Conflict Management and Resolution Course Descriptions

**CMR 502. Conflict Management Theory (3)** The module presents an overview of the theoretical state of the field. The most important theoretical approaches from the various disciplines are presented. Students are required to demonstrate a thorough knowledge of all of the important perspectives to the understanding of the causes and mechanisms of conflict.

**CMR 503. Decision Making and Negotiation (3)** This module presents the theoretical foundations of three important conflict management techniques, namely Negotiation, Mediation and Facilitated Problem Solving. Students are required to have a solid understanding of the background to these techniques, as well as a sound understanding of their applications.

**CMR 507. Mediation and Conflict Resolution Practicum (3)** This applied module provides the students with an intense workshop on applied management techniques, including negotiation and mediation skills development. Training draws on the students' own, personal experience, and includes the use of case studies and scenario-based role-playing.

**CMR 520. Conflict Management and Resolution (3)** This module examines the dynamic aspects of social conflict- how it originates, escalates, de-escalates and is terminated. A number of different models and their various implications for conflict management are debated.

**CMR 521. Alternative Dispute Resolution (3)** Mediation and other Alternative Dispute Resolution systems now exist in many organizations to address issues such as supervisor-supervisee conflicts, management-union disputes, and team-workgroup problems. Using case studies from a wide range of work environments, this course explores alternative dispute resolution systems in the workplace, examining their usefulness, their limitations, and their future.

**CMR 522. Public Management and Facilitation (3)** The module on public management and facilitation is designed to introduce students to the principles of planning, managing and facilitating a workshop to elicit information, gain consensus and arrive at informed decisions. It is designed to focus on the roles, structure and running of workshops. It will be of particular benefit to team leaders and people working in a project environment.

**CMR 523. Ombudsmanship (3)** This module provides basic information and training for the Organizational Ombudsman by emphasizing the principles of confidentiality, neutrality, independence, and informality. The course will enable the Organizational Ombudsman, persons interested in becoming an Ombudsman, or anyone desiring to establish an Organizational Ombudsman function to act with purpose, understanding, and effectiveness when working with the individual and the organization. The course focuses on how the Ombudsman works with the visitor to the office as well as how they act as a change agent within their organization. The course will allow you to practice key Ombudsman skills of listening, asking questions, clarifying, generating options, and negotiation throughout the Ombudsman process.

**CMR 524. Family Systems (3)** This module explores the impact of abuse, neglect and violence on early childhood development. The focus is on conflict intervention strategies and program designs to address the effects of violence in families, schools, and communities. The focus is then on the long term effects of violence and trauma in adult survivors that can be associated domestic violence, abuse and neglect, and violence in schools.

**CMR 525. Conflict in International Politics (3)** Students are provided with an overview of the current international system and introduced to the actors, their interactions and the norms of the international system. The impact of the law and norms of international relations on international conflict are analyzed and debated.

**CMR 526. Diversity Management (3)** This course covers the basics of planning for and managing the needs of the diverse workplace. You will examine the management of a diverse workforce in terms of changing work priorities, quality of work life, human resource policies, procedures, and organizational culture. You will also explore strategies to align these workforce changes with your professional goals, as well as to define training needs and options related to implementing necessary changes.

**CMR 527. Labor Law and Relations (3)** This module examines various themes within the labor relations and labor law fields, as they impinge on the ability of the individual to manage conflict in the workplace. There is a particular concentration on the content of recent legislation, and the practical issue of learning to cope with change relationships, on the part of both labor and management.

**CMR 530. International Law and Dispute Resolution (3)** This module deals with the basic rules governing the international community. A substantial portion of this course focuses on the role of international and national tribunals in the law-making process of the international community, with emphasis on modern developments in jurisdiction, international agreements, war crime tribunals, anti-terrorist conventions and international economic law. Special consideration is also given to the impact of the United Nations with respect to resolution-creation as well as truce agreements..

**CMR 531. Ethics in International Affairs (3)** This module examines several international relations traditions and finds that thinking about what one *should* do is an important part of our ability to analyze the way in which states and other actors interact. Understanding ethics also informs our ability to decide what our own nation should do; it is vital to our responsibilities as citizens. The graduate course on Ethics in International Affairs examines ethical frameworks such as consequentialism, liberalism, utilitarianism, and Just War Theory, as well as several non-Western ethical traditions, including the Islamic tradition. Students will analyze cases involving war/intervention, terrorism, justice, multinationals, and the environment.

**CMR 532. Development, Change and Conflict (3)** This module explores contemporary development theories and processes. It relates them to key perspectives and issues in conflict in developing countries and regions. Macro-theoretical perspectives such as modernization, dependency, and neo-liberalism are examined, as well as human-centered and alternative developmental approaches.

**CMR 533. International Peacekeeping and Negotiation (3)** Violent conflict within states has become the most common form of war in the Post-World War II era. Many of these conflicts are ethno-national in nature. This course will explore the shift in the nature of war towards the "Post-Modern" form of internal war, and the major tools the international community possesses to manage internal wars—peacekeeping operations. We will explore the various forms of peacekeeping operations from UN mandated operations, to regional operations including NATO and the OAU. Finally we will assess and evaluate issues in peacekeeping missions. One major issue to address in peacekeeping is command and control of both the peacekeeping forces, and the warring factions. Command and control is central to maintaining control of an operation and ensuring that negotiations can carry on to bring about an end to hostilities.

**CMR 534. Problem Solving and Decision Making (3)** The purpose of this module is to acquaint the students with the basics of problem-solving and decision-making. In the process of making decisions, problems must be solved. Specific attention will be given to problem-solving in groups, and how effective solutions may be devised for a myriad of problems.

**CMR 535. Violence Studies (3)** The module in Violence Studies will introduce students to the various social, political, and economic conditions that have given rise to radical response. We will closely examine small rebel bands, (commonly referred to as "guerrilla" movements), and "terrorist" organizations in both 'Third World' countries and Industrialized nations. We are often

interchanging the term 'revolutionaries' with 'terrorist' given the strategies utilized to counter the possible international threat. To this end, we will also examine ways in which revolutions upset and effect alliances in the international system. That is -- examining the link between revolutions and international relations.

**CMR 536. Terrorism and Counterterrorism (3)** The threat of terrorism is pervasive in most countries around the world. The source of terrorism is important to understanding the different tools states can employ to counter the problem. This course will look at research on the causes of terrorism exploring the operational environment of states where terrorism is common. In addition to causation, this course will also explore counterterrorism methods. Counterterrorism will look at all methods individually and then turn to focus on complimentary counterterrorism strategies that elevate alternative opportunities of political engagement to encourage individual to substitute terrorist behavior with other forms of political engagement.

**CMR 537. Hostage Negotiation (3)** A crisis in which hostages are involved can occur in either a planned situation when there are substantive demands and hostages are held as leverage or in a more spontaneous hostage barricade situation when there are no clear goals and hostages are held as victims. In either situation, proven techniques are employed to bring about a peaceful and non-violent resolution. The strategy for resolving high conflict/crisis situations includes a number of steps beginning with active listening and concluding with behavioral change. Principled Negotiation, the Breakthrough Strategy and the importance of saving face are incorporated into the process.

**CMR 538. Intercultural Dispute Resolution (3)** Many mediators think that intercultural dispute resolution is based primarily on considerations of race, ethnicity, or national origin. Research has shown that the experiential models we most rely upon are those we learned from the cultural community in which we were raised during our formative years. We tend to respond to conflict in the ways we learned from our own culture group. In this sense, our approach to resolving conflicts is both patterned and culturally grounded. ADR professionals must consider these patterns when facilitating dispute resolution. Learn the characteristics, strengths and weaknesses of the four Intercultural Conflict Styles.

**CMR 540. Propaganda, Political Warfare and Influence Operations (3)** This course will prepare students to identify, assess, and counter information operations and propaganda efforts at a time when communications technologies amplify the essential nature of perception management in modern conflict and policy. Students will examine the history and methodology of foreign propaganda and influence operations as it applies to war and statecraft in both democratic and non-democratic societies. Special attention will be paid to the methods and strategies employed against the United States and its interests around the world.

**CMR 541. Missile Defense and its Role in Conflict Resolution (3)** This course examines the role of Ballistic Missile Defense (BMD) in securing nations against war. Ballistic missiles (and cruise missiles, a lesser included case) are a highly effective, ultra high speed means of combat forces of virtually any size to carry out combat against surface-based targets, capable of raining nuclear warheads down on any target in the world within a matter of minutes. These weapons have been all but unstoppable in their destructive power, providing any entity that possesses them with the power to terrorize, dominate, annihilate or simply deter their adversaries. In recent decades, however, the capability to destroy these weapons in flight has been underway, and already had many milestones, with several victories in combat, and widened or worsened conflicts averted, to date.

**CMR 542. The Psychology of Terrorism (3)** This course provides a broad overview of the psychological literature explaining: the psychological processes that are involved in the development of a terrorist, the impact of terrorism, and the combating of terrorism. The course will focus on modern day Islamic terrorism, but will also briefly examine terrorism in other societies.

**CMR 543. International Organizational Behavior (3)** An examination of how communication shapes operations, encounters, interactions and relationships within and between international organizations.

**CMR 544. Strategic Communication: Analysis of Persuasion and Cultural Principles and Techniques (3)** An advanced seminar focusing on strategic persuasion and counter-propaganda principles and methodologies in diverse cultural settings. This graduate seminar will use lecture-discussion and case studies to address culture, mass and interpersonal communication, negotiation-conflict resolution, and persuasion strategies and tactics designed to result in desired attitude and behavior change.

## DEPARTMENT OF SOCIAL WORK

### MASTER OF SOCIAL WORK

**Graduate Coordinator:** Ms. Deborah Bowen

The Department of Social Work, College of Arts and Sciences, offers an MSW degree program preparing graduates for advanced clinical practice in settings such as mental health, child welfare, family services, and medical social work. Social work practice is the professional and ethical application of social work theory and interventions that, in collaboration with the client, promotes individual emotional wellness, mental health, and family functioning, as well as enhancing the social environment. The program includes coursework in advanced social work practice based on professional knowledge and the related aspects of program development and management associated with the delivery of social work services.

The UNCW MSW program curriculum is constructed with a foundation first year and an advanced practice-focused second year. The foundation content includes human behavior and the social environment, research methods, social policy, professional values and ethics, clinical practice, and diversity issues in practice. Advanced year content includes coursework in advanced clinical research, clinical practice, the organizational and financial context of practice, and psychopathology. Extensive field placement in clinical practice settings with close supervision by faculty, clinical instructors and field supervisors is a key component of the degree program.

Social work education is accredited in the U.S. by the Council on Social Work Education. Accreditation of programs is linked to eligibility for licensure and certification in N.C. and all other states. The N.C. Social Work Certification and Licensure Board was established by the North Carolina Legislature to provide a standard of practice for the social work profession. Graduates of the UNCW MSW Program will qualify for State Certification at three levels: Licensed Clinical Social Worker, Certified Master Social Worker, and Certified Social Work Manager. In all of these cases, graduates must pass a state-sponsored exam. The LCSW requires, in addition, evidence of two years of post-masters clinical practice with LCSW supervision. The MSW program is fully accredited by the Council on Social Work Education.

The guiding themes of curriculum and program development include up-to-date social work practice knowledge and skill, the strengths focus, knowledge-based practice, and leadership. The Department of Social Work, has extensive regional involvement in social development programs and projects and it is anticipated that opportunities for graduate student participation in such activities will be available.

#### Admission Requirements

Deadline for submitting applications for fall admission is February 1. Applicants seeking admission are required to submit the following to the Graduate School:

1. An application for graduate admission
2. Official transcripts of all college work (undergraduate and graduate)
3. Official scores on the Graduate Record Examination (verbal, quantitative, and analytical writing)
4. Three recommendations
5. A personal statement describing educational and professional experiences, reasons for pursuing graduate study in social work, and career goals
6. Professional resume

**In addition to the above requirements the successful candidate for admission must have the following:**

1. Bachelor's degree from an accredited college or university (or equivalent for non-U.S. students)
2. 3.0 GPA (on 4.0 point scale)
3. Liberal Arts base of undergraduate study including social and behavioral science courses

#### Degree Requirements

The program requires satisfactory completion of 62 credit hours, including four hours of electives.

##### Fall semester year 1 (15 semester hours)

SWK 500 Clinical Practice I: Collaborative Strengths Based Relationships in Social Work Practice	(3)
SWKL 500 Clinical Practice I Lab	(1)
SWK 509 Pre-Field Graduate Seminar	(2)
SWK 513 The Idea of Social Work: History, Philosophy and Theory of Social Work	(3)
SWK 514 Social Policy and Service Organizations	(2)
SWK 516 Ethical Principles in Social Work Practice	(1)
SWK 520 Life Transitions and Human Development in the Social Environment	(3)

**Spring semester year 1 (15 semester hours)**

SWK 501	Clinical Practice II: Solution-Focused Generalist Social Work Practice	(3)
SWKL 501	Clinical Practice II Lab	(1)
SWK 506	Research in Clinical Practice I: Evaluating Social Work Practice	(3)
SWK 510	Field Instruction and Graduate Seminar I	(5)
SWK 522	Social Diversity and Social Work Practice	(3)

**Fall semester year 2 (16 semester hours)**

SWK 502	Clinical Practice III: Cognitive-Behavioral and Motivational Social Work Practice	(3)
SWKL 502	Clinical Practice III Lab	(1)
SWK 507	Research in Clinical Practice II: Field Research	(2)
SWK 511	Field Instruction and Graduate Seminar II	(5)
SWK 521	Mental Health and Psychopathology: Assessment and Differential Diagnostics	(3)
Elective	Social Work Elective	(2)

**Spring semester year 2 (16 semester hours)**

SWK 503	Clinical Practice IV: Integrated Motivational, Cognitive, and Solution-Focused Practice	(3)
SWKL 503	Clinical Practice IV Lab	(1)
SWK 508	Capstone Paper and Special Topics Course	(2)
SWK 512	Field Instruction and Graduate Seminar III	(5)
SWK 523	Organizational Context of Clinical Social Work Practice: Management, Financing, Marketing and Policy	(3)
Elective	Social Work Elective	(2)

### **GRADUATE PROGRAM IN SOCIAL WORK Course Descriptions**

**SWK 500. Clinical Practice I: Collaborative Strengths-Based Relationships in Social Work Practice (3)** Corequisite: SWKL 500. Establishing collaborative solution-focused relationships that respect diversity and uniqueness when working with individuals, groups, families and communities while building upon strengths and resiliency.

**SWKL 500. Clinical Practice I Lab (1)** Corequisite: SWK 500. This skills lab will provide with the opportunity to practice the knowledge gained in SWK 500.

**SWK 501. Clinical Practice II: Solution-Focused Generalist Social Work Practice (3)** Corequisite: SWKL 501. Strengths-based and solution-focused practice at all levels of generalist social work collaboration with individuals, families, groups, agencies, and communities. Crisis, trauma, loss, case management and assessment will be covered.

**SWKL 501. Clinical Practice II Lab (1)** Corequisite: SWK 501. This skills lab will provide students with the opportunity to practice strengths-based and solution-focused skills and interventions learned in SWK 501.

**SWK 502. Clinical Practice III: Cognitive-Behavioral and Motivational Social Work Practice (3)** Prerequisites: SWK 500, SWK 501. Corequisite: SWKL 502. This course will provide an overview of the principles and practice skills of cognitive-behavioral and motivational interviewing methods, including assessment and interventions useful with individuals, families, and groups in diverse practice settings.

**SWKL 502. Clinical Practice III Lab (1)** Corequisite: SWK 502. The skills lab will provide an opportunity to practice the knowledge gained in SWK 502.

**SWK 503. Clinical Practice IV: Integrated Motivational, Cognitive, and Solution-Focused Practice (3)** Corequisite: SWKL 503. Strengths-based integration of the motivational, cognitive, and solution-focused models for advanced practice with individuals, families, and groups.

**SWKL 503. Clinical Practice IV Lab (1)** Corequisite: SWK 503. Strengths-based integration of motivational, cognitive, and solution-focused models of practice will be applied to working with individuals, families, and therapeutic groups.

**SWK 504. Behavioral Approach to Social Work Practice (2)** The theory and application of the behavioral model in social work that will assist in establishing a historical perspective to the cognitive-behavior model.

**SWK 506. Research in Clinical Practice I: Evaluating Social Work Practice (3)** Elements of clinical research in social work including design, ethical issues, and understanding findings.

**SWK 507. Research in Clinical Practice II: Field Research (2)** Prerequisite: SWK 506. Design and implementation of research processes in field settings.

**SWK 508. Capstone Paper and Special Topics Course (2)** Prerequisites: SWK 506, SWK 507. Major paper and presentation in conference setting.

**SWK 509. Pre-Field Graduate Seminar (2)** Establishing field placement, learning in the field setting, use of supervision and general preparation for field practicum. Leadership lecture series is an ongoing component of graduate seminar in each semester.

**SWK 510. Field Instruction and Graduate Seminar I (5)** Prerequisite SWK 509. 300 hour placement in clinical social work position with supervision. Seminar focus on application of professional knowledge and clinical technique.

**SWK 511. Field Instruction and Graduate Seminar II (5)** Prerequisites: SWK 509, SWK 510. 300 hour placement in clinical social work position with supervision. Seminar focus on application of professional knowledge and clinical technique.

**SWK 512. Field Instruction and Graduate Seminar III (5)** Prerequisite: SWK 511. 300 hour placement in clinical social work position with supervision. Seminar focus on application of professional knowledge and clinical technique.

**SWK 513. The Idea of Social Work: History, Philosophy and Theory of Social Work Practice (3)** The historical and intellectual background of current practice theories and the organizational context of social work practice.

**SWK 514. Social Policy and Service Organizations (2)** Analysis of social policy issues related to the social, community and organizational context of social work services.

**SWK 516. Ethical Principles in Social Work Practice (1)** The philosophical basis of professional ethics with specific consideration of the National Association of Social Workers Code of Ethics.

**SWK 520. Life Transitions and Human Development in the Social Environment (3)** Understanding the life course from perspectives that combine social, biological and psychological knowledge.

**SWK 521. Mental Health and Psychopathology: Assessment and Differential Diagnostics (3)** Utilization of the DSM IV in making differential diagnosis and mental status assessments. Basic psychotropic medications introduced.

**SWK 522. Social Diversity and Social Work Practice (3)** Implications of social diversity, including values, lifestyles, gender, socioeconomic status, ethnicity, culture, spirituality, and sexual orientation in the social work relationship.

**SWK 523. Organizational Context of Clinical Social Work Practice: Management, Financing, Marketing and Policy (3)** Social work service delivery and finance in public and private organizations, including grant development.

**SWK 526. Strengths-Based Practice with Severe and Persistently Mentally Ill (3)** Prerequisite: SWK 500 and 501. Advanced client-directed, strengths-based assessment and clinical practice, including case management.

**SWK 528. Advanced Practice in Chemical Abuse & Dependence (3)** Review of social work practice and programs in the field of substance use, abuse, and dependency, with extensive review of relevant research and program evaluation.

**SWK 530. Social Work in the Health Care Setting (3)** Examination of critical issues in social work practice in health care. Advanced practice skills and strategies for work with individuals, families, groups, interdisciplinary teams, and service providers in a variety of health care settings. Social work practice examined in the context of psychosocial consequences of illness, current health care delivery systems, technological advances, and changing regulatory approaches and organizational structures.

**SWK 532. Health and Mental Health Issues of Women (3)** Examination of health and mental health conditions applicable to adolescent and adult women, and the impact these have on individual and family development and functioning.

**SWK 534. Advanced Social Work Practice in Schools (3)** Examination of public school social work policy and practice, emphasizing solution-focused practice in the context of the school-family-community environment.

**SWK 536. Strengths-Based Rural Social Work Practice (3)** Examining the elements of rural communities and families that sustain and endanger rural life. Emphasis on building knowledge of strengths based social work practice with individuals, families and communities through service-learning in rural communities and with the people who live there.

**SWK 538. Social Work Practice with Older Adults (3)** Examination of strengths-based practice issues related to social work practice with older adults and their families. Practice encompasses individual counseling and therapy, support groups, psycho-education, research models and findings, service delivery systems, and relevant state, federal and international policies.

**SWK 540. Law, Liability, and Litigation in Social Work Practice (3)** Review of relevant law and professional regulation in social work practice with selected case illustrations.

**SWK 545. Developing and Managing a Practice (3)** Review of the current character of private practice in social work with emphasis upon the organizational and financial aspects of developing and operating a fee-for-service service organization.

**SWK 550. Practice with Children and Adolescents (3)** Focus on strengths-based social work practice with children, adolescents, and their families. Emphasis will be placed on assessment and practice strategies, particularly as they pertain to special problems related to life conditions and events that affect children.

**SWK 552. Advanced Practice in Child Protective Services (3)** Social, historical, and political contexts of child abuse and neglect in the U.S. and internationally. The current child protective service system will be reviewed, including child welfare practices and other specialized treatment models in child abuse and neglect.

**SWK 591. Directed Independent Study (1-3)** Prerequisite: Overall GPA of at least 3.0, and consent of instructor, department chair, and graduate school. Involves investigation under faculty supervision beyond what is offered in exiting courses.

**SWK 595. Special Topics in Social Work (1-3)** Intensive study of selected topics in social work. May be taken for 1, 2 or 3 credit hours.



## DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURES

### MASTER OF ARTS IN SPANISH

**Graduate Coordinator:** Dr. Terry Mount

The Department of Foreign Languages and Literatures offers a program leading to the Master of Arts in Spanish. The goals of the program are: (1) to raise the level of communicative competence of native and non-native speakers of Spanish; (2) to provide critical and practical skills necessary for analyzing, assessing and addressing academic and societal issues related to Hispanic language and culture; (3) to provide knowledge and advanced skills in Spanish language and Hispanic culture necessary for higher-level graduate work; (4) to increase, improve and promote cultural understanding and awareness of regional, national and international Spanish-speaking communities; and (5) to produce professionals capable of dealing with the demands brought by the ever-increasing U.S. Hispanic population and by the global job market.

#### Admission Requirements

Applicants are required to submit the following materials to the Graduate School:

1. An application for graduate admission.
2. Official transcripts of all college work (undergraduate and graduate).
3. Three letters of recommendation.
4. Two recorded speaking samples, one in English and one in Spanish, in which the applicant introduces her/himself, describes a person she/he admires, or describes a trip she/he took. (CD recording preferred.)
5. A 500-word written statement of objectives in English.
6. A 500-word writing sample in Spanish in which the applicant states and defends an opinion.

Applicants seeking admission to the master's degree program in Spanish must hold a bachelor's degree in Spanish from an accredited college or university with an overall 3.00 GPA or its equivalent (determined by a personal interview with the faculty or an officially recognized test procedure, such as an "intermediate high" rating on the ACTFL proficiency scale). Admissions decisions are based upon the examination of several factors, and where other indicators of success warrant, individuals who fall below the established criteria may still be considered for admission.

The application deadline for fall admission is April 1 (March 1 for consideration for financial aid and assistantships); for spring admission, the application deadline is November 1.

#### Degree Requirements

The M.A. program requires a minimum of 30 semester hours of graduate study (only six of which may be transferred from another institution) and the successful completion of capstone written and oral individualized comprehensive exams based on coursework. The 30 hours of coursework must be distributed as follows:

1. Required writing course (3 hours): SPN 500 Advanced Writing Techniques.
2. Literature and civilization course requirement. The student must choose 3 of the following 4 courses (9 hours total): SPN 511 Topics in Spanish Civilization, SPN 512 Topics in Spanish American Civilization, SPN 521 Studies in Spanish Literature, and SPN 522 Studies in Spanish American Literature.
3. Electives (21 hours) chosen from any of the remaining graduate courses. [SPN 511, 512, 521, 522 (variable topics) may be taken to satisfy this requirement provided the topic is different from the topic used to satisfy the literature/civilization requirement.]

A student must maintain no less than a 3.0 GPA on all graduate-level courses and has five calendar years to complete his/her master's degree program. This five-year period begins with the student's first term of work after formal admission to the program.

## POST-BACCALAUREATE CERTIFICATE PROGRAM IN HISPANIC STUDIES

**Graduate Coordinator:** Dr. Terry Mount

The Department of Foreign Languages and Literatures offers an 18-hour post-baccalaureate program in Hispanic Studies. Specific goals of the certificate program are: 1) to prepare qualified candidates for cross-cultural professions; 2) to enable students to function at a high level of linguistic proficiency in Spanish; and 3) to prepare community college, four-year college or university instructors, who, according to SACS guidelines, must have at least 18 hours of graduate credit in Spanish in order to teach Spanish. Courses are taught by faculty with specializations in Hispanic linguistics, film, literature, culture, business, translation, and foreign language pedagogy.

**Admission Requirements**

Applicants seeking admission to the graduate certificate program must hold a bachelor's degree in Spanish from an accredited college or university with an overall 3.00 GPA or its equivalent (determined by a personal interview with the faculty or an officially recognized test procedure, such as an "intermediate high" rating on the ACTFL proficiency scale). Applicants are required to submit the following to the Graduate School:

1. An application for graduate admission.
2. Official transcripts of all college work (undergraduate and graduate).
3. Three letters of recommendation.
4. A 500-word essay in Spanish in which applicant describes her/his reasons for wanting to pursue graduate work in Spanish.
5. An audio recording in which the applicant introduces her/himself, describes a person she/he admires, or describes a trip she/he took in Spanish. (CD recording preferred.)

\* These admissions requirements apply only to the graduate certificate program in Hispanic Studies. Students interested in combining the certificate program with a master's degree will have to meet all admission criteria for that degree.

**Certificate Requirements****I. 9 hour core** (choose one from each category)

- |   |     |
|---|-----|
| a. SPN 500 Advanced Writing Techniques            | (3) |
| b. SPN 511 Topics in Spanish Civilization         | (3) |
| or  |     |
| SPN 512 Topics in Spanish American Civilization * | (3) |
| c. SPN 521 Studies in Spanish Literature          | (3) |
| or  |     |
| SPN 522 Studies in Spanish American Literature *  | (3) |

\* Students must choose at least one Spanish and one Spanish-American related course from these two categories.

**II. 9 hours of electives.** Choose from any of the remaining graduate SPN courses. SPN 511, 512, 521, and 522 (variable topics) may be taken to satisfy this requirement provided the topic is different from the topic used to satisfy the literature/civilization core requirement above. No more than three hours of SPN 591 (offered on a limited basis) will be accepted for credit.

N.B. If a student has taken SPN 401 or SPN 405 at the undergraduate level, she/he must meet with the graduate director in order to be permitted to enroll in SPN 501 or SPN 505.

### **GRADUATE PROGRAM IN SPANISH** **Course Descriptions**

**SPN 500. Advanced Writing Techniques (3)** Intensive work on an advanced level in specific areas of writing. Topics may include essay writing, technical writing, writing for publication in professional journals, and journalism.

**SPN 501. (401) Translation Techniques & Practices (3)** Translation of various kinds of texts and documents. Practical application of translation theory and development of strategies for solving predictable translation problems.

**SPN 504. Spanish for Professionals (3)** Study of linguistic and cultural concepts pertinent to the various professions and directed toward students' individual interests and professional needs.

**SPN 505. (405) Conversation & Composition (3)** Emphasis on spoken Spanish and essay writing.

**SPN 507. (407) Spanish Phonetics and Phonology (3)** Prerequisite: Graduate status. Study of the Spanish sound system.

**SPN 508. (408) Hispanic Linguistics (3)** Prerequisite: Graduate status. Study of Hispanic Linguistics.

**SPN 511. Topics in Spanish Civilization (3)** Advanced study in geographical, historical, and cultural aspects of Spain. Topics will focus on specific time periods, geographic areas, or cultural phenomena. May be repeated under a different subtitle.

**SPN 512. Topics in Spanish American Civilization (3)** Advanced study in geographical, historical, and cultural aspects of Spanish America. Topics will focus on specific time periods, geographic areas, or cultural phenomena. May be repeated under a different subtitle.

**SPN 521. Studies in Spanish Literature (3)** Study of representative Spanish authors, literary movements, and genres. May be repeated under a different subtitle.

**SPN 522. Studies in Spanish American Literature (3)** Study of representative Spanish American authors, literary movements, and genres. May be repeated under a different subtitle.

**SPN 550. Teaching College Spanish (3)** Exploration of relevant areas of foreign language research and their application to Spanish instruction at the college level. Readings, lectures, and practical demonstrations will expose students to second language acquisition theories and the principles of proficiency. Students will work with a variety of approaches to communicative language teaching, with a focus on the proficiency-oriented approach. They will explore classroom techniques designed to develop listening, reading, speaking, and writing skills while integrating culture. Approaches to developing and implementing testing and incorporating technology will also be highlighted.

**SPN 585. Hispanic Film (3)** Exploration and interpretation of Spanish and Latin American cinema in its theoretical, historical and cultural contexts.

**SPN 591. Directed Individual Study (1-3)** Involves investigation under faculty supervision beyond what is offered in existing courses. May not exceed 3 hours.

**SPN 595. Special Topics in Hispanic Studies (1-6)** Advanced study of topics related to Hispanic literature, culture, linguistics, language, and/or foreign language pedagogy. Subtitles will vary from semester to semester.

## ADDITIONAL GRADUATE COURSES

**GTA 501. Graduate Teaching Assistant Workshop (2)** Permission of instructor required. An introduction to the responsibilities of serving as a graduate teaching assistant or a teaching fellow. Topics for discussion include time management, student behavior, legal responsibilities, techniques of effective teaching, evaluation and use of technology in the classroom. To be graded with a "S" or "U."

**INT 594. International Exchange (1-12)** This is a placeholder course for international exchange program graduate-level participants so that program statistics can be monitored and maintained, so participants remain enrolled at UNCW while on the program, thus safeguarding their catalogue year, keeping active computer accounts, etc.

**STA 594. Study Abroad (1-12)** This is a placeholder course for Study Abroad program graduate-level participants so that program statistics can be monitored and maintained, corresponding tuition and fees may be applied, and so participants remain enrolled at UNCW while on the program, thus safeguarding their catalogue year, keeping active computer accounts, etc.

## DEPARTMENT OF ANTHROPOLOGY

**ANT 500. (445) Practicing Ethnography (3)** Ethnographic research methods and qualitative approaches. Topics covered include observation, focus groups, participant-observation, life history, interviewing, qualitative analysis, research ethics, collaborative projects. Field research as basis for seminar paper.

## DEPARTMENT OF PHILOSOPHY AND RELIGION

**PAR 505. Bioethics and Aging (1-3)** Examination of the principles and problems in the application of ethical theory to medical research and practice with emphasis on the special ethical problems of providing health care services to the aging population and involving elderly patients in medical research. May be taken for elective credit in the MALS program.

**PAR 515. Ethical Issues in Research (1-3)** Open only to graduate students. This course will address a wide range of ethical issues that arise in the conduct of research. Topics will include scientific misconduct and intellectual ownership; the protection of animals and human subjects; and the impact of research on society. Students will also explore ethical issues that arise in their specific disciplines.

**PAR 591. Directed Independent Study (1-3)** Open only to graduate students.

**PAR 592. Special topics in Philosophy and Religion (3)** Exploration of a special topic in philosophy or the study of religion not regularly covered in other courses. May be repeated under different titles for up to 9 hours of credit.

**PAR 595. Graduate Seminar (1-3)** Prerequisite: Graduate student status or consent of the constructor. Research and discussion of selected topics in philosophy and/or religious studies.

## DEPARTMENT OF PHYSICS AND PHYSICAL OCEANOGRAPHY

**PHY 550. Fluid Mechanics (3)** Permission of Instructor. A comprehensive account of fluid dynamics that emphasizes fundamental physical principles. Fluid statistics; fluid kinematics; integral and differential forms of the conservation laws for mass, momentum and energy; Bernoulli equation; laminar flows; potential flows; vorticity dynamics; dynamic similarity; boundary layers; turbulence.

**PHY 575. (475) Physical Oceanography (3)** Prerequisite: College physics and calculus. An introduction to the descriptive and dynamical features of ocean circulation. Topics include: the physical properties of seawater; oceanic heat budget; dynamics of ocean currents; descriptive oceanography; waves and tides.

**PHY 576. (CHM 576) Chemical and Physical Analysis of Seawater (3)** Prerequisite: Permission of instructor. Study of modern chemical and physical measurements of seawater including salinity, alkalinity, pH, nutrients, and dissolved oxygen. Several class periods may also be devoted to working aboard an oceanographic research vessel while at sea.

**PHY 577. (477) Observational Methods and Data Analysis in Physical Oceanography (3)** Prerequisites: Permission of instructor. This course will supply the student with a working knowledge of the use and operation of various physical oceanographic instruments and data reduction and analysis techniques.

**PHY 578. (478) Geophysical Fluid Dynamics (3)** Prerequisite: PHY 550, Corequisite: PHY 475 or 575. The fundamental principles governing the flow of a density-stratified fluid on a rotating planet, with applications to the motions of the ocean and

atmosphere. Equations of state, compressibility, Boussinesq approximation. Geostrophic balance, Rossby number. Poincare, Kelvin, Rossby waves, geostrophic adjustment.

**PHY 579. (479) Ocean Circulation Systems (3)** Prerequisite: PHY 475 or 575. Course focuses on results of World Ocean Circulation Experiment (WOCE), a multi-national, multi-decadal program designed to observe the global ocean. Explores large-scale circulation and properties of the ocean to lay the foundation for the challenge of understanding the future of the world oceans and their role in climate change.

**PHY 580. (480) Coastal and Estuarine Systems (3)** Prerequisite: PHY 475 or 575. An introduction to the physical processes operating within coastal and estuarine systems. The focus of the course will be on the dynamical description of topics such as gravity waves, surf zone hydrodynamics, storm surge, tides, estuarine hydraulics, sediment transport and morphodynamics.

**PHY 591. Directed Individual Study (1-3)**

**PHY 592. Special Topics (1-3)** Prerequisite: Permission of instructor. May be repeated for credit with different topics.

**PHY 599. Thesis (1-6)** Research for thesis and thesis preparation for marine science students.

## INTERDISCIPLINARY PROGRAMS

### MASTER OF SCIENCE IN COMPUTER SCIENCE AND INFORMATION SYSTEMS

**Graduate Coordinator:** Dr. Ron Vetter

The Department of Computer Science in the College of Arts and Sciences and the Department of Information Systems and Operations Management in the Cameron School of Business offer a joint program of study leading to the Master of Science degree in computer science and information systems. This interdisciplinary program is targeted primarily at students who received undergraduate degrees in computer science or information systems and at computer professionals with equivalent academic preparation. A secondary audience for the program is students whose background is in related areas such as business, mathematics, and electrical engineering, or working professionals seeking to migrate to the information technology arena. The interdisciplinary nature of this program provides a unique balance of advanced scientific knowledge, commonly found in the computer science field, and the development of systems and solutions, applied in a business environment, usually considered the focus of the information systems field. This unique blend will provide a foundation for information technology professionals to have a broader perspective of the rapidly expanding and evolving science of technology and how it can be managed and leveraged to support and further commerce and trade activities.

#### Admission Requirements

Applicants seeking admission to the graduate program in computer science and information systems are required to submit the following to the Graduate School:

1. An application for graduate admission.
2. Official transcripts of all college work (undergraduate and graduate).
3. Certificates of training in computer science/information systems if applicable.
4. Official scores on the Graduate Management Admission Test (GMAT) or Graduate Record Examination (GRE). Scores more than five years old will not be accepted.
5. Three recommendations from individuals in professionally relevant fields.
6. Applicant's resume and a letter of interest.
7. Additional materials may be required (e.g., TOEFL or IELTS scores for international students).

Each applicant must have a strong overall academic record and have successfully completed the undergraduate level prerequisites in computer science and information systems courses or their equivalent: two programming courses, and a course in each of data structures, database, software engineering, analysis and design or data communications or networking, financial accounting, marketing, finance, and management. Deficiencies in a student's undergraduate preparation will be ascertained by the MSCSIS Advisory Committee. Placement tests may be administered to incoming students at the discretion of the advisory committee to assist with the evaluation of deficiencies.

Persons entering the program must have completed a basic core of computer science and information system courses. Professional experience may be accepted for some of the prerequisite coursework. Professional experience and/or coursework from other institutions must be approved by the MSCSIS Advisory Committee. Professional experience and/or technical certifications will be evaluated on a case by case basis for any prerequisite substitution.

Admissions decisions are based upon the examination of several factors, and where other indicators of success warrant, individuals who fall below the established criteria may still be considered for admission.

Deadline for receipt of applications is April 1 for Fall admission and November 1 for Spring admission.

#### Degree Requirements

1. Programs leading to the Master of Science degree require a minimum of 36 semester hours of graduate study. This includes six required core courses (18 hours) providing a mix of theoretical underpinning, technical skills, and information technology perspectives and elective courses (12 to 15 hours) that provide the opportunity for additional study in a variety of areas to be determined by the student and his/her advisory committee. A research project (3 hours), or a thesis (6 hours), will serve as the capstone experience.
2. No more than 9 credit hours from those courses cross listed as 400/500 may be applied toward the degree. Graduate courses offered by other departments may be approved by the student's advisory committee. A maximum of six hours of credit may be transferred from another accredited institution. Grades earned on transfer work must be equivalent to a "B" or better, and courses must be acceptable to the student's advisory committee. A minimum of 30 semester hours of graduate study must be completed in residence.
3. A student must have no less than a 3.0 GPA on all graduate-level courses.
4. The student must successfully complete an oral defense.
5. The program shall be completed within five years of the date of first registration for graduate study.
6. A research project (3 hours), or a thesis (6 hours), will serve as a capstone experience.

7. No more than 9 credit hours from the list CSC 591, MIS 591, CSC 595, MIS 595, CSC 598, and MIS 598 may be applied toward the degree.

### Degree Options

A student may select among two options:

Option	Program Coursework	Research Project	Thesis
1	33 hours	3 hours	
2	30 hours		6 hours

#### Option 1 – Research Project

This option requires at least 36 semester hours of graduate credit, with three credit hours for the project (CSC 594 or MIS 594). Under this option, the student is required to complete a three hour research project under the direction of a graduate advisory committee. This project could involve the development of software, work on a project (potentially part of a team), independent research, or some other scholarly pursuit. The outcome includes a technical paper written by the student and an oral defense acceptable to the student's advisory committee. In the oral defense, the student is responsible for the domain of the research project as well as the program coursework.

#### Option 2 – Thesis

This option requires at least 36 semester hours of graduate credit, with six credit hours for the thesis (CSC 599 or MIS 599). Each student must present and defend a thesis, based on original research, acceptable to the student's advisory committee, prior to graduation. In the oral defense, the student is responsible for the domain of the research effort as well as the program coursework. The thesis defense is open to the public.

### Required Core Courses

CSC 532	Design and Analysis of Algorithms I	(3)
MIS 534	Information Security Management	(3)
CSC 544	Network Programming	(3)
CSC 550	Software Engineering	(3)
MIS 555	Database Management Systems	(3)
MIS 565	Analysis, Modeling and Design	(3)

## GRADUATE PROGRAM IN COMPUTER SCIENCE AND INFORMATION SYSTEMS

### Course Descriptions

**CSC 500. Concepts in Computer Science (6)** Prerequisite: consent of instructor. An accelerated introduction to fundamental concepts in computer science. Topics include object-oriented programming; data structures; program control structures; introduction to algorithm design and analysis and software engineering concepts.

**CSC 515. (415) Artificial Intelligence (3)** Prerequisite: CSC 332 or equivalent. Introduction to key concepts and applications of artificial intelligence. Knowledge representation; state space searching; heuristic search; expert systems. Biologically – inspired computing techniques such as neural networks, fuzzy logic and genetic algorithms. Implementation of concepts and techniques.

**CSC 516. Introduction to Biologically Inspired Computing (3)** Prerequisite: CSC 415, CSC 515 or consent of instructor. Theory and application of computing paradigms that operate analogously to biological systems. Topics such as machine learning, artificial neural networks, genetic algorithms, fuzzy systems, swarm intelligent systems, and hybrids of these systems. Attention will be given to problem representation and emerging models of computation.

**CSC 517. Symbolic Artificial Intelligence (3)** Exploration of key concepts and applications of symbolic artificial intelligence such as knowledge representation, search strategies, game theory, heuristic search, knowledge engineering, expert systems, reasoning, learning, natural language processing. Implementation of concepts and techniques.

**CSC 520. Digital Image Processing (3)** Prerequisite: CSC 340 or equivalent. This course introduces the methods and theory of digital image processing beginning with image representations, storage formats, and data structures. Students develop tools for reading image data, determining image properties and performing common point, local, and global transforms. The course also covers data compression, digital watermarking, morphological processing, and steganography.

**CSC 521. (421) Computer Gaming (3)** Prerequisites: ART/CSC/FST 320, CSC 340, and CSC 370. Topics related to the design and implementation of computer games are covered, including design, modeling, and animation of meshes for game characters and environments, scene and object representation, graphics pipeline, collision detections, picking, graphics optimization, and

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other issues such as basic game physics and artificial intelligence for games. Animations are created using advanced 3D software and code modifications to a game engine will be made.

**CSC 522. Performance Evaluation of Computer Systems (3)** Prerequisite: STT 215, MAT 162, and CSC 221. Modeling and evaluation of computer systems. Probability spaces and probability calculus, random variables and their distribution functions, the calculus of expectations. Markov chains; birth-death processes; Poisson processes; single queue; network of queues and their simulation. System simulation for performance prediction. Modeling concurrent processes and the resources they share.

**CSC 532. Design and Analysis of Algorithms I (3)** Prerequisite: CSC 332 or equivalent. Theory of the design of efficient computer algorithms. Algorithms for sorting, searching, pattern matching, and polynomial arithmetic, cryptography, as well as study of greedy algorithms, graph algorithms.

**CSC 533. Design and Analysis of Algorithms II (3)** Prerequisite: CSC 532. Theory of the design of efficient computer algorithms. Amortized analysis, sorting networks, matrix operations. Polynomials and FFT, number-theoretic algorithms, and computational geometry.

**CSC 537. (437) Parallel Computing (3)** Prerequisite: CSC 340. Implementation of scientific algorithms in parallel. Use of shared-memory, distributed-memory, and multicore technologies. Study of techniques for improved performance and issues related to speedup and slowdown.

**CSC 540. Advanced Scientific Computing (3)** Prerequisite: CSC 340 or equivalent. This course introduces the underlying theory, design, implementation, application, and analysis of numerical algorithms fundamental to scientific computation. Topics include Fourier and wavelet transforms spectral analysis, energy distributions, convolution, correlation, windowed transforms, and filtering. Other topics include constrained nonlinear and combinatorial optimization, curve fitting, data mining, clustering, and fuzzy logic.

**CSC 544. Network Programming (3)** Prerequisite: CSC 344 or MIS 416 or equivalent. Implementation of network and distributed programming concepts using C, C++, or JAVA on Unix or Windows platforms. Networking programming interfaces, security, management, design and applications. Hands on experience with network components. Students plan, configure, install, diagnose, performance tune, operate and manage state-of-the-art computer networks, internetworking devices and protocols.

**CSC 546. (446) Grid Computing (3)** Prerequisite: CSC 344 or CSC 332. Grid computing software components, standards, web services, security mechanisms, schedulers and resource brokers, workflow editors, grid portals, grid computing applications.

**CSC 550. Software Engineering (3)** Prerequisite: CSC 450 or equivalent. An introduction to software life cycle models; size estimation; cost and schedule estimation; project management; risk management; formal technical reviews; analysis, design, coding and testing methods; configuration management and change control; and software reliability estimation. Emphasis on large development projects. Individual project following good software engineering practices required during the semester.

**CSC 553. Object-Oriented Analysis and Design (3)** Prerequisite: CSC 332 or equivalent. An exploration of object-oriented design and software construction. Topics in object-oriented analysis and programming: classes, methods, messages, inheritance, static and dynamic binding, polymorphism, templates, design methodologies, class libraries, and software reuse. Substantial object-oriented software project required.

**CSC 564. (MIS 564) Computer and Network Security (3)** Prerequisite: CSC 544. An in-depth coverage of network security technologies, network design implications, and security planning for an organization's computer network. Procedures for the identification, preservation and extraction of electronic evidence. Auditing and investigation of network and host intrusions. Forensic tools and resources for systems administrators and information system security officers.

**CSC 570. Real-Time Graphics (3)** Prerequisites: CSC 370 or equivalent. Theory and implementation of high-performance computer graphics. Applications from virtual reality, training, and entertainment. Graphics hardware. High-fidelity graphics. Introduction to computational geometry.

**CSC 572. Scientific Visualization (3)** Prerequisite: CSC 332 or equivalent, senior or graduate standing in a science program, or permission of instructor. The application of computer graphics techniques to scientific, medical, engineering, and business data. Understanding the requirements placed on data display by physics, physiology, and psychology.

**CSC 577. Pattern Recognition (3)** Prerequisite: CSC 340 or equivalent. This course introduces pattern recognition methods and theory using conventional statistical approaches, neural networks, fuzzy logic, support vectors, and linear principal component analysis (PCA). The course also presents methods for non-linear PCA, clustering, and feature extraction. Students implement algorithms; apply methods to selected problems, and to document findings.



**CSC 587. (MIS 587) Systems Simulation (3)** Prerequisite: QMM 280, STT 215, or equivalent. Study of the techniques and applications of computer simulation of systems. Students will learn to plan simulation studies, program them in a simulation language, perform the study, and analyze the results with statistical rigor. Also covered are random number generation, input distribution selection, generating random variables, and variance reduction techniques.

**CSC 591. (MIS 591) Directed Independent Study (1-6)** Prerequisite: Permission of instructor. Involves investigation under faculty supervision beyond what is offered in existing courses.

**CSC 592. (MIS 592) Topics in Computing (1-6)** Prerequisite: Permission of instructor. Topics in computing of current interest not covered in existing courses.

**CSC 594. (MIS 594) Research Project (1-6)** Prerequisite: Permission of instructor. Focused study of a research topic in the practical application of computer science or information systems under the guidance of a faculty member. Topics are selected by the student with faculty and graduate coordinator approval. Written analysis and oral presentation of the project is required.

**CSC 595. (MIS 595) Research Seminar (1-6)** Prerequisite: Permission of instructor. Research and discussion of selected topics in computer science or information systems. Oral presentation required.

**CSC 598. (MIS 598) Internship (1-6)** Prerequisite: Overall GPA of at least 3.0. Academic training and practical experience through work in a private company or public agency. Faculty supervision and evaluation of all study and on-site activity. Students must secure permission of the graduate coordinator.

**CSC 599. (MIS 599) Thesis (1-6)**

**MIS 513. Information Analysis and Management (3)** Prerequisite: ACG 201; FIN 335; MGT 350 or equivalent. Strategic and tactical issues of information systems and technology are addressed as they support and lead the operations of the organization. Models of the organization and its operations are designed. Multifaceted evaluations of organizational information systems are performed.

**MIS 532. Network Services Administration (3)** Prerequisite: CSC 344 or MIS 323 or equivalent. The study of fundamental network services in organizations. Hands on configuration and administration of network-based services. Special emphasis is placed on security and organizational policy with regard to these services.

**MIS 534. Information Security Management (3)** Prerequisite: CSC 344 or MIS 323; ACG 201; MGT 350; or equivalent. An examination of the principles and processes of security management in networked computer-based systems, including hands-on implementation in a laboratory environment. Risk assessment, planning, protection, and incident and disaster response measures, as well as emerging privacy, legal and ethical issues will be covered in detail.

**MIS 555. Database Management Systems (3)** Prerequisite: CSC 455 or MIS 315; MGT 350; MKT 340 or equivalent. Study of the design and administration of database systems in a business environment. Topics include relational modeling, normalization, data integrity, data standards, indexing, performance monitoring and tuning, and general administration of an enterprise level relational database management system.

**MIS 560. Data Mining (3)** Prerequisite: QMM 280, STT 215, or equivalent. This course covers the major techniques of data mining and their application to business. Data mining is an interdisciplinary, computer-based process for finding patterns within data. This course provides an introduction and a hands-on experience with data mining software.

**MIS 564. (CSC 564) Computer and Network Security (3)** Prerequisite: CSC 544. An in-depth coverage of network security technologies, network design implications, and security planning for an organization's computer network. Procedures for the identification, preservation and extraction of electronic evidence. Auditing and investigation of network and host intrusions. Forensic tools and resources for systems administrators and information system security officers.

**MIS 565. Analysis, Modeling and Design (3)** Prerequisite: CSC 450 or MIS 411 and MIS 413; ACG 201; FIN 335; or equivalent. Analysis and modeling of information systems. Topics include project estimation and management, logical design methodologies and techniques, make or buy decisions, risk analysis, implementation issues, and training.

**MIS 567. Software Architecture and Development Practices (3)** Prerequisite: CSC 550, MIS 565, and MIS 555, or permission of instructor. Study of current development practices for creating high quality software. Topics include current software design practices, coding practices, testing practices, version and configuration control practices, and error-tracking practices. The particular techniques will change with the industry view of best practices.

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**MIS 575. e-Business Strategies and Implementation (3)** Prerequisite: CSC 221, MIS 316, or equivalent. Global businesses recognize the need for an external as well as internal web presence. Intranets and Extranets are commonplace and are necessary to remain competitive. This course provides the strategic and technical essentials of what IT professionals should know in order to manage, lead and implement internal and external internet initiatives.

**MIS 587. (CSC 587) Systems Simulation (3)** Prerequisite: QMM 280, STT 215, or equivalent. Study of the techniques and applications of computer simulation of systems. Students will learn to plan simulation studies, program them in a simulation language, perform the study, and analyze the results with statistical rigor. Also covered are random number generation, input distribution selection, generating random variables, and variance reduction techniques.

**MIS 590. Research Methods (3)** Prerequisite: QMM 280, STT 215, or equivalent. Review of descriptive and inferential statistics. Advanced inferential techniques including multiple regression, correlation analysis, non-parametric techniques, and sampling techniques.

**MIS 591. (CSC 591) Directed Independent Study (1-6)** Prerequisite: Permission of instructor. Involves investigation under faculty supervision beyond what is offered in existing courses.

**MIS 592. (CSC 592) Topics in Computing (1-6)** Prerequisite: Permission of instructor. Topics in computing of current interest not covered in existing courses.

**MIS 594. (CSC 594) Research Project (1-6)** Prerequisite: Permission of instructor. Focused study of a research topic in the practical application of computer science or information systems under the guidance of a faculty member. Topics are selected by the student with faculty and graduate coordinator approval. Written analysis and oral presentation of the project is required.

**MIS 595. (CSC 595) Research Seminar (1-6)** Prerequisite: Permission of instructor. Research and discussion of selected topics in computer science or information systems. Oral presentation required.

**MIS 598. (CSC 598) Internship (1-6)** Prerequisite: Overall GPA of at least 3.0. Academic training and practical experience through work in a private company or public agency. Faculty supervision and evaluation of all study and on-site activity. Students must secure permission of the graduate coordinator.

**MIS 599. (CSC 599) Thesis (1-6)**

**OPS 572. Project Management (2-3)** This course introduces the problems of managing a project with the purpose of achieving a specific objective. There will be an in-depth coverage of the operational and conceptual issues faced by modern project managers in all organizational settings. Students will learn techniques, terms and guidelines that are used to manage costs, schedules, risk, group dynamics and technical aspects throughout the life cycle of the project. Special emphasis will be on the use of current P.M. software.

## MASTER OF ARTS IN LIBERAL STUDIES

**Graduate Coordinator:** Dr. Herb Berg

**Graduate Coordinator:** Dr. Mika Elovaara

The College of Arts and Sciences, School of Nursing, Watson School of Education and the Cameron School of Business offer a program that leads to the Master of Arts in Liberal Studies (MALS) degree. This program is for students who wish to design a personalized curriculum of interdisciplinary graduate study. Students can select from a variety of courses that will expand their interests and deepen their understanding of themselves, their society and the environment. This program reflects an older, cultural tradition of scholarship, which liberally educates the whole person, providing breadth and depth, but not necessarily applying directly to a career or vocation. The major objective of this program is to offer highly motivated, intellectually prepared student an opportunity to explore the questions and issues that are important to them and society.

### Admission Requirements

Applicants seeking admission to the MALS program are required to submit the following to the Graduate School:

1. An application for graduate admission
2. Official transcripts of all college work (undergraduate and graduate)
3. Three recommendations that address the student's chances of success in a MALS program
4. A writing sample in the form of an essay explaining how the MALS degree can assist the candidate in meeting his or her personal goals.

Students seeking admission to the MALS program must hold a bachelor's degree with an academic record of a "B" average or better in an undergraduate major from an accredited college or university in this country or its equivalent from a foreign institution based on a four-year program.

At the discretion of the GLS Program Director, the admission procedure may also include an interview with a graduate coordinator of the program and a representative from the advisory committee.

### Degree Requirements

1. The program requires a minimum of 30 semester hours of graduate study.
2. No more than six hours may be taken from cross-listed 400/500 courses.
3. Students must maintain a "B" average in all graduate courses taken.
4. No more than six semester hours of credit may be transferred from another accredited institution. Grades earned on transfer work must be equivalent to "B" or better. A minimum of 24 hours of graduate study must be completed in residence.
5. A final project (GLS 598) of three credit hours is required of all students who have successfully completed 27 hours of course work. The project provides students with the opportunity to explore particular areas of study in greater depth under the close supervision of a faculty member. The final project may take the form of scholarly research or a creative work, but in all cases a written analysis is required to meet the degree requirements. Students will present their project to a forum of faculty and students.
6. Students are expected to complete all course work within five years after enrollment. Students wishing to withdraw from the MALS program prior to the completion of thirty hours who have completed a minimum of fifteen hours in residence towards the MALS degree may be eligible for a certificate of study in liberal studies. Students must consult the director to apply for the certificate.

### Required courses: Two courses are required for all students:

GLS 502 Contemporary Issues in Liberal Studies	(3)
GLS 598 Final Project in Liberal Studies	(3)

MALS courses fall into six broad thematic areas: 1) social concerns and social systems; 2) environment, science, and society; 3) arts, literature, and society; 4) gerontology; and 5) Hispanic studies.

### Elective Courses

At least 15 of the 24 elective hours must be Graduate Liberal Studies (GLS) courses, with the exception of those students pursuing a concentration in gerontology or Hispanic studies. Students pursuing a concentration in gerontology must take GRN 501, Aging in Society; GRN 523, Biology of Aging; PSY 524, Psychology of Aging; and six elective hours of gerontology. Students pursuing a concentration in Hispanic Studies are expected to be fluent in Spanish and must take a total of 18 hours distributed as follows: nine hours of core courses in Hispanic studies and nine hours of electives in Hispanic studies (as described in the Post-baccalaureate certificate program in Hispanic studies section of this catalogue).

## POST-MASTER'S CERTIFICATE IN LIBERAL STUDIES

**Graduate Coordinator:** Dr. Herb Berg

**Graduate Coordinator:** Dr. Mika Elovaara

The Post-Master's Certificate in Liberal Studies (PMCLS) requires the completion of 20 hours in Graduate Liberal Studies beyond the master's level. The certificate is intended to accommodate the needs and interests of those students who wish to continue their course work in graduate liberal studies beyond the master's level. The orientation of the PMCLS, like that of the MALS degree, is not professional or vocational in nature, but is geared toward life-long learners who are primarily motivated by a love of learning and who wish to further expand their interests and deepen their understanding of themselves, the environment, and social and cultural concerns related to the local, regional, national, and global communities.

### Admission Requirements

Applicants who have received a MALS degree from the University of North Carolina Wilmington need only complete an application for graduate admission.

Applicants who have received a MALS degree from other institutions must submit the following documents to the Graduate School Office:

1. An application for graduate admission
2. Official transcripts of all college work (undergraduate and graduate)

Students seeking admission to the PMCLS program must hold a masters degree in Liberal Studies with an academic record of 3.5 GPA or better from an accredited college or university in this country or its equivalent in a foreign institution.

At the discretion of the GLS Program Direction, the admission procedure may include an interview with the graduate coordinator of the program and a representative from the advisory committee.

### Certificate Requirements

1. The certificate requires 20 semester hours in graduate liberal studies beyond the Master's level, which will include 18 elective hours and the successful completion of a qualifying exit exam, GLS 599, which carries two hours credit.
2. GLS 591(Directed Individual Study in Graduate Liberal Studies) courses may not be applied toward satisfaction of certificate requirements.
3. Cross-listed 400/500 courses may not be applied toward satisfaction of certificate requirements.
4. Three hours of graduate liberal studies credit may be transferred from another accredited graduate liberal studies program.
5. Students must maintain an overall 3.5 average in all graduate courses applied toward satisfaction of certificate requirements.
6. Certificate requirements must be completed within four years after enrollment.

### Required Qualifying Exit Exam

GLS 599: Qualifying Exit Exam in the PMCLS program is intended to provide certificate candidates with the opportunity

1. to present a retrospective assessment of the meaning and significance of their experience as Graduate Liberal Studies students on both the master's and post-master's levels and
2. to examine the value and relevance of Graduate Liberal Studies in the contemporary world, particularly in regard to those agendas of inter-disciplinary, cultural diversity, internationalism, and active citizenship that inform the GLS at UNCW.

## GRADUATE LIBERAL STUDIES PROGRAM

### Course Descriptions

**GLS 502. Contemporary Issues in Liberal Studies (3)** A review of critical issues in liberal studies that may be influencing disciplinary methodology, discourse or research techniques. Emphasis on forms of oral and written communication, and research methods.

**GLS 510. Religion and Sex (3)** Through an examination of the major world religions' views on sex, procreation, marriage, abstinence, masturbation, incest, and sexual orientation as expressed in their scriptures, exegesis, and practice, this course explores the close connections between various conceptions of the sacred and their impact on this biological activity.

**GLS 511. The Social Organization of Cruelty (3)** This course examines the origins and organization of cruelty (slavery, torture, genocide, child abuse, the treatment of "inmates" in nursing homes and mental hospitals) with the aims of 1) developing a general theory of cruelty and 2) better understanding cruelty as an ongoing social achievement.

**GLS 513. Transitions from Communism (3)** An interdisciplinary approach to the problems of transition in four regions: Eastern Europe, Russia, Central Asia, and China. After an examination of the historical, geographical, and cultural foundations of current issues, the course focuses on the prospects for democracy and civil society.

**GLS 514. Post-Modern Childhood (3)** Interdisciplinary exploration of contemporary childhood. Popular media, scholarly sources, and a variety of qualitative methods will be used to analyze the social worlds of children and the social construction of childhood in postmodern and increasingly global consumer culture.

**GLS 517. Affirmative Action and Social Justice (3)** Introduction, through discussion, debate and dialogue, to the philosophy of racial justice. Topics include equality and the Constitution, slavery and segregation, the philosophy of civil rights, affirmative action and theories of social justice, and racial healing.

**GLS 519. Poverty, Social Policy, and the American Welfare State (3)** A seminar considering America's struggle against poverty and related social problems. Examination of social policy and programs, the changing character of poverty over the past century, the influence of reform movements, and the future of the U.S. social welfare system.

**GLS 520. Atheism and Unbelief (3)** Examines the beliefs and assumptions of atheists by exploring an atheist's response to common theistic arguments, by surveying the historical and philosophical traditions of atheism, and by considering how atheists explain all those things deists need gods for, with special reference to the theories of Freud, Durkheim, Marx, Skinner, Harris, and Sperber.

**GLS 521. Media and Society (3)** Examines the relationship between media, culture, and society, with a special emphasis on interdisciplinary perspectives. Focuses on the roles the mass media play in the production, reception, and representation of the news, race, class, gender and sexuality in contemporary society.

**GLS 522. Shamanism (3)** Cross-cultural study of shamanism. Topics include importance of cultural context, altered states of consciousness, balance with nature, and use of plants. Exploration of the shaman as healer, medium, and conduit of spiritual knowledge. Shamanism as a personal journey.

**GLS 523. Popular Culture (3)** Cross-cultural and semiotic analysis of popular forms of everyday life (food, fashion, fads, entertainment trends, television, movies, music, myths, stereotypes, and icons of mass-mediated consumer culture), with a special emphasis upon thinking and writing critically about popular culture by examining tacit assumptions about how the world works and our place in it as well as the role language plays in shaping reality.

**GLS 524. The Contemporary American Workplace (3)** Examines the contemporary American workplace from a number of disciplinary perspectives—economic, sociological, psychological, historical, philosophical, and literary—and considers such concerns as work and identity, ethics and the workplace, gender and ethnic discrimination, work as reality and myth, work and leisure, the workaholic syndrome, job satisfaction, management and labor relations, and education and the marketplace.

**GLS 526. Persuasion in American Life (3)** How American society is influenced by the advertising and public relations industries and the newspaper editorial page.

**GLS 527. Historical Geography of American Race Relations (3)** This seminar explores the historical geography of American race relations from 1619 to the present through readings, discussions, and oral and written presentations of research.

**GLS 528. Cultural Images of America in the 60s (3)** An interdisciplinary examination of the United States in the 1960s, with a focus upon such major political, social, and cultural developments as the anti-Vietnam war movement, the free speech movement, the civil rights movement, the women's movement, the sexual revolution, the Black Arts movement and the environmental movement as well as the evolution of a distinctive counterculture.

**GLS 529. Cultural Images of America in the 50s (3)** An interdisciplinary examination of the United States in the 1950s from a variety of socio-cultural perspectives, with a focus upon such topics as fashion, automotive design, food and kitchen technology, roadside architecture, suburban development, consumerism, the nuclear family, the evolution of a distinctive youth culture, segregation, the "Red" scare, popular fads, and the popular media.

**GLS 530. The Shaping of America: Cultural Landscapes and the American Sense of Place (3)** Examination of the material cultural landscapes of America from geographical, historical, and aesthetic perspectives and how attachment to place has shaped the landscape. A study of the rich spatial tapestry of our nation's fields, towns, cities, architectural styles, railways, and roads and how those patterns reflect five centuries of diverse ethnic and cultural evolution.

**GLS 531. Science and Pseudoscience (3)** Study of criteria for description and explanation in science and the use of those criteria to demarcate between scientific and pseudoscientific claims to knowledge. Evaluation of specific areas such as

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parapsychology, astrology, and alternative medicine. Consideration of psychological factors influencing people's tendency to accept unsupported beliefs.

**GLS 532. Conservation and Culture (3)** A discussion of both contemporary and historical links between conservation and human cultures, with a focus on wildlife and other natural resources. Includes topics such as the Dust Bowl, attitudes toward predators, the founding of the Hudson Bay company, Smokey the Bear, Rachel Carson and Silent Spring, and the conservation ethics of Muir, Pinchot, and Leopold.

**GLS 533. The Environmental Crisis (3)** An intensifying environmental crisis has arisen from local, national, and transborder encounters with water and air pollution, habitat destruction and species extinction, and possible global warming, all in the context of unprecedented population growth. This course is an America-centered, historically oriented examination of our environmental dilemmas and their possible solutions.

**GLS 534. Culture Wars and the Origin of Difference (3)** Intensive study of significant themes in the literature on the encounter of European peoples with the Third World. Interdisciplinary and anthropological readings focus on explanations for the origin of cultural differences, the dynamics of the colonial encounter, the contemporary clash of cultures, and multiculturalism.

**GLS 535. The Historical Geography of Food (3)** Examines the food ways of different cultural regions from prehistoric hunter/gatherers through Neolithic sedentary agriculture up to modern agri-business, including the diffusion of agricultural practices and products, famine's causes and effects, the decline of world fisheries, climatic and economic parameters of food production, and the role of foods in cultural practices and prohibitions.

**GLS 536. America During the Great Depression (3)** An examination of the United States during the Great Depression from a variety of disciplinary perspectives, ranging from literature, photography, popular music, and popular film to sociology, geography, climatology, agronomy, politics, economics, public health, and education. Featured texts include fiction, autobiography, oral history, public history, letters, newspaper and photojournalism, and relevant historical and sociological studies.

**GLS 537. American Roadways (3)** An examination of such classic American roadways as the Mississippi River, the Appalachian Trail, Route 66, the Burlington-Northern rail system, the "underground railroad," and "The Trail of Tears" from such disciplinary perspective as cultural and transportation geography, folklore, history, literature, photography, popular music, the popular media, and sociology.

**GLS 540. Jungian Psychology (3)** The course will provide a study of basic ideas in Jungian depth psychology focusing on: the stages of life; the structure of the psyche; instinct and the unconscious; the concept of the collective unconscious; the relations between the ego and the unconscious; phenomenology of the self; marriage as a psychological relationship; psychological types; the transcendent function; analytical psychology and poetry; dream symbolism; spiritual problems; East/West differences; synchronicity; and Jung's answer to Job. This course does not satisfy the requirement for the MA in Psychology.

**GLS 541. Psychology and Religion (3)** A study of the relationship between Carl Jung's theory of the Collective Unconscious and Eastern views of higher consciousness. This course does not satisfy the requirement for the MA in Psychology.

**GLS 542. Creative Non-Fiction: Memoir and Truth-Telling (3)** An exploration of how authors compose their lives, construct an identity—and create a somewhat coherent self often against enormous personal, societal, and cultural obstacles, focusing on how memory and imagination, history and fiction, fact and invention intersect in the act of creating a self, and of engaging in a meaningful and/or complicated relationship with the past—a past that inevitably weaves itself into the present.

**GLS 544. Topics in Literature: War (3)** This class is a study of the (primarily American) literature inspired by war. The course readings will include various genres of literature—poetry, fiction, graphic novels and novels among others, and the subject matter ranges from Women in Indian Captivity Narratives and the story of Geronimo ("The Great Patriot Warrior") to the more extensively documented wars (e.g. the Revolutionary War, Civil War, WWI and WWII, the Vietnam War) America has experienced throughout its independent history.

**GLS 545. Author Focus: Stephen King (3)** Starting with his first published novel, *Carrie*, and working through novels, novellas and short stories from different time periods in his career, this course is a study of a variety of King's works, including some works which were first published under a pseudonym, Richard Bachman. In addition to using the more traditional approaches to analyze literature, we will also study King's own views on writing as discussed in his autobiographical title, *On Writing*, and work to polish our own writing skills during the course.

**GLS 546. The Sociology of Athletic Heroes (3)** This course is an in-depth study of the various qualities of the modern athletic hero. Its primary objective is to explore contemporary heroism as represented by athletes with regard to the criteria for both

traditional and modern heroes. The course will include case studies of four pre-selected sports heroes and students' individual research on contemporary athletes as heroes/heroines.

**GLS 547. Homelessness in America (3)** This seminar examines all aspects of the local and national homeless population, including causes of, services for, and the temporary and chronic conditions of homelessness. Homelessness in the United States has increased dramatically in the last 30 years. Therefore, this seminar must also explore the political and economic aspects of homelessness and the proposed solutions, which include first and foremost, affordable housing and services, as many homeless people are mentally ill and/or substance abusers.

**GLS 560. Art in Social Science Perspective (3)** Art both organizes and is organized by social interaction. This course examines this dialectical relationship between art and society, focusing upon the complex networks of social relationships among artists, critics, aestheticians, patrons, and institutions that powerfully influence the ways in which art is performed, exhibited, evaluated, and supported.

**GLS 561. Theatre and Cinema (3)** Aesthetic study of theatre and film and the relations between them. Examination of key texts in each medium, emphasizing rhetorical analyses of language, mise-en-scène, performance, cinematography, editing and other properties particular to dramatic art forms. Three seminar hours and two screening hours each week.

**GLS 562. Our Cultural Heritage through Dance (3)** This course provides an opportunity to experience and examine dance forms and cultures from around the world. These experiences will provide the focus and impetus for students to make connections to their lives, to show connections to the global studies curriculum, and to encourage future independent study by individual class members.

**GLS 564. Composing a Self: Autobiography from the Margins (3)** In this course, we will read a range of contemporary autobiographies and memoirs and explore how writers compose their lives, construct an identity, and create a somewhat coherent self often against enormous, personal, societal, and cultural obstacles. We will read the autobiographical work of authors who have been socially marginalized, due to race, gender, ethnicity, mental illness, or socio-economics.

**GLS 566. Documentary Film: Moving Images (3)** The Documentary Tradition. One documentary film will be shown and discussed each week so that students will develop an awareness of how these films, both classics and current-day documentaries, were put together. Narration, interview, historical photos, and footage as well as actual filming of action, people and scenes will be analyzed to see how a documentary story is told. The student will be able to see how various video and audio segments make up a documentary and will become a more critical viewer of documentaries.

**GLS 568. Black Intellectual Tradition (3)** An interdisciplinary study of the black intellectual tradition in the humanities, social sciences, and the fine arts that spans nearly two hundred years, two continents, and most of the academic disciplines with special emphases upon African intellectual heritage, African philosophical thought forms, Afro-American philosophy of religion, black education, the black social conscience, and Blacks in literature.

**GLS 570. Black Mountain School of North Carolina (3)** Intensive study of the highly innovative and interdisciplinary Black Mountain School (1933-1956), its roots in European and American culture, and its remarkable legacy. Special emphasis upon poetry, the visual arts, and the performing arts and such leading figures as Charles Olson, Robert Duncan, Robert Motherwell, William de Kooning, John Cage, and Merce Cunningham.

**GLS 571. Main Street U.S.A. (3)** An examination of small-town America from a variety of topical and disciplinary perspectives, including art and architecture, business and commerce, cultural and transportation geography, education, folkways, and folk customs, history, kitsch, literature, photography, popular media, psychology, religion, sociology, and sport and recreation.

**GLS 591. Directed Independent Study (1-3)** Students must secure permission of the graduate coordinator. May be taken once. May not be taken concurrently with GLS 598 or used for thesis research.

**GLS 592. Special Topics in Liberal Studies (1-3)** Exploration of a special topic in liberal studies not regularly covered in other courses. May be repeatable for a maximum of 24 hours under different titles for credit.

**GLS 597. Internship in Applied Liberal Studies (1-3)** Prerequisite: Nine hours of graduate course credit for M.A. in Liberal Studies and permission of director. Supervised professional experience with specific goals and assignments to be set and evaluated by a GLS instructor.

**GLS 598. Final Project in Liberal Studies (3)** Focused study of topic or question selected by student and approved by faculty advisor and director of MALS. Synthesizes or represents the student's interdisciplinary theme or concentration. Written analysis and oral presentation of project is required.

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**GLS 599. Post-Master's Certificate Qualifying Exam (2)** An extended written exam that provides post-Master's certificate candidates with a reflective opportunity to assess the quality and significance of their learning experience as graduate liberal students and to examine the value and relevance of graduate liberal studies in the contemporary world, particularly in regard to those agendas of interdisciplinary, cultural diversity, internationalism, and active citizenship that inform the graduate liberal studies program at UNCW.



## MASTER OF SCIENCE IN MARINE SCIENCE

**Graduate Coordinator:** Dr. Joan Willey

The Center for Marine Science in conjunction with the Graduate School oversees an interdisciplinary program of study leading to the Master of Science degree in marine science. The educational objectives of this degree program are 1) to provide a broad interdisciplinary understanding of marine science to students having strong undergraduate training in mathematics and the sciences; and 2) to develop skills that will enable these students to utilize this knowledge to solve complex marine environmental problems. These problem-solving skills will provide the foundation for future contributions by the graduates in marine-related industries, environmental management, teaching, research, and other marine-oriented careers. Students will also be prepared to undertake additional graduate study.

### Admission Requirements

Applicants seeking admission to the graduate program in marine science are required to submit the following to the Graduate School:

1. An official application for graduate admission
2. Official transcripts of all college work (undergraduate and graduate)
3. Official scores on the Graduate Record Examination (verbal, quantitative, analytical writing)
4. Three recommendations by individuals in professionally relevant fields
5. Statement of research interests.

A bachelor's degree with a concentration in a natural science or mathematics from an accredited college or university in this country or its equivalent in a foreign institution based on a four year program is required for admission, along with a "B" average or better in the student's major. Undergraduate grades, GRE scores, recommendations and statements of research interest will be used in concert in making admission decisions.

### Degree Requirements

1. The Master of Science in marine science will require a minimum of 30 semester hours of graduate study. These credits may come from the student's major area of study as well as graduate courses offered by other departments as approved by the student's advisory committee. The student's advisory committee should include a minimum of three faculty members from at least two departments.
2. The courses most appropriate for each student will be determined by the student's advisory committee, with the expectation that a student will usually take no more than 12 credit hours from those courses cross-listed as 400/500.
3. Transfer work must be equivalent to a "B" or better, and courses must be acceptable to the student's advisory committee. A minimum of 24 semester hours of graduate study must be completed in residence.
4. The student must successfully complete a written comprehensive examination based on their core courses, and an oral exam on their research area. Students must also submit a prospectus that includes a course plan, literature review and research proposal which is acceptable to the student's advisory committee.
5. Each student must complete a thesis, based on original research, acceptable to the student's advisory committee and to the Graduate School. Each student will present a public seminar on his or her research project. The seminar will be followed by an oral defense of the thesis, conducted by the student's advisory committee.
6. The program shall be completed within five years of the date of first registration for graduate study.

### Required Courses

Core courses: Three of the following four core courses are required. A grade of B minus or better is required in three core courses. All four may be taken, and should be taken by students planning on continuing in a Ph.D. program.

BIO 564	Biological Oceanography	(3)
CHM 575	Chemical Oceanography	(3)
GLY 550	Marine Geology	(3)
PHY 575	Physical Oceanography	(3)

#### Students are also required to take

BIO, CHM or GLY 501	Methods in Scientific Research	(2)
MSC 595	Graduate Seminar	(1)
BIO, CHM, GLY, MAT or PHY 599	Thesis	(3-6)

**MARINE POLICY CONCENTRATION**

In addition to the core and other required courses, students seeking a Master of Science in marine science with a concentration in marine policy must also complete the following:

PLS 543	Environmental Policy Analysis	(3)
Or		
EVS 564	Natural Resource Policy	(3)
PLS 544	Resource Economics	(3)
Or		
ECN 525	Environmental Economics	(3)
Or		
ECN 530	Natural Resource Economics	(3)
	Two additional 500 level courses: BIO, CHM, GLY or PHY (with no more than three hours of 591)	(6)
	Choose one course from the following:	
GGY 524	Geographic Information Systems	(3)
GGY 526	Environmental Geographic Information Systems	(3)
PLS 500	Managing Public & Nonprofit Organizations	(3)
PLS 520	Seminar in Coastal Processes and Problems	(3)
PLS 521	Legal Foundation of Coastal and Environmental Management	(3)
PLS 522	Field Seminar in Coastal Management	(3)
PLS 525	Managing Coastal Ecosystems	(3)
PLS 540	Environmental Management	(3)

After obtaining approval from their advisory committees, students may select courses from the sciences, mathematics, statistics, and other areas as appropriate. For course descriptions, please refer to individual departmental listings.

**GRADUATE COURSES IN MARINE SCIENCE**

**PHY 575. Physical Oceanography (3)** Prerequisite: Permission of instructor. An introduction to the descriptive and dynamical features of ocean circulation. Topics include: the physical properties of seawater; oceanic heat budget; dynamics of ocean currents; descriptive oceanography; waves and tides.

**MSC 526. Cruise or Field Sampling (1)** Cruise and/or field sampling not covered by other courses. Participation in the planning and sampling phases of major marine or environmental research programs.

**GLY 550. Marine Geology (3)** Prerequisite: Consent of instructor. Topography, sediments, structure and geologic history of the marine and estuarine environment. Three lecture and three laboratory hours per week. Field trips.

**BIO 564. Biological Oceanography (3)** Prerequisite: Permission of instructor. Discussion of the recent oceanographic literature concerning nutrient cycling, distribution and regulation of oceanic productivity, and advances in methodologies used to study oceanic processes and controlling factors. Three lecture hours per week.

**CHM 575. Chemical Oceanography (3)** Prerequisite: General chemistry. An oceanography course is recommended. Sources, distribution, forms of occurrence, and reactions of chemical species in seawater. Chemistry of concentrated aqueous solutions. Patterns of global ocean circulation Air-sea and sediment-seawater interactions. Estuarine processes and reactions. Human impact on the oceans.

**MSC 579. (CHM 579) Role of the Oceans in Human Health (3)** Prerequisite: CHM 212, BIO 110, or consent of instructor. Discovery, structure, and biological activity of marine bioactive compounds, chemotaxonomy, pharmaceutical leads, marine biotoxins, structure, mode of action, regulation and monitoring, the producing organisms, how (biosynthesis) and why these compounds are made. Two lectures per week.

**MSC 591. Directed Independent Study (1-3)**

**MSC 595. Graduate Seminar (1)** Discussion of research ideas and results by students and faculty. Preparation and presentation of research prospectus by student.

## CAMERON SCHOOL OF BUSINESS

### MASTER OF BUSINESS ADMINISTRATION

**Graduate Coordinator:** Dr. Vince Howe

The Cameron School of Business offers two programs (Option 1: Professional Part-time MBA program and Option 2: International MBA program) of study leading to a Master of Business Administration degree for qualified holders of a bachelor's degree from a regionally accredited college or university. The overall objective of both programs is the development of the broadly educated professional manager who is prepared to meet the demands and the changing needs in the global environment.

#### Specific Objectives

- Both programs use integrated learning methodology that parallels business practice for: preparation in the core functions of business include accountancy, economics, finance, marketing, business regulation and legal environment, information systems, organizational behavior, and production and operations management.
- Development of certain analytical and quantitative skills applicable to effective business decision-making.
- Formation of thought about current and future challenges facing business leaders with emphasis on communications, teamwork, organizational change, information technology, total quality, the international dimension of business, technological innovation, social responsibility and ethics.

#### Admission Requirements

##### Option 1: Professional Part-time MBA:

Applicants seeking admission to the graduate program in business administration are required to submit the following to the Graduate School:

1. An application for graduate admission.
2. Official transcripts of all college work (undergraduate and graduate).
3. Official scores on the Graduate Management Admission Test (GMAT) or Graduate Record Examination (GRE).
4. Three recommendations including one from an employer or supervisor who can comment on the applicant's work experience and potential for successful completion of a master's program.
5. Applicant's resume.

A strong overall academic average based on upper division grade point average (last sixty credit hours), the GMAT or GRE score and at least one year of appropriate full-time work experience are minimum requirements for consideration for graduate admission. However, admission decisions are based upon several factors, and if other indicators of success are evident, individuals who fall below the established criteria in one of the areas may be considered for admission. Applicants may also be selected for interviews by the admissions committee. Deadline for receipt of applications is March 20.

##### Option 2: International MBA:

(International Business School Alliance Partner Schools (IBSA): Hochschule Bremen, University of Hertfordshire (London), Universitat de Valencia, and Institute of Business Studies (Moscow))

Applicants seeking admission to the graduate program in business administration are required to submit the following to the Graduate School:

1. An application for graduate admission.
2. Official transcripts of all college work (undergraduate and graduate) showing completion of an undergraduate degree in business and/or economics.
3. Official scores on the Graduate Management Admission Test (GMAT) or Graduate Record Examination (GRE).
4. TOEFL: 79 points – iBT; 550 points – paper test; 217 points – computerized test or IELTS minimum score of 6.5. Required for non-native English speakers only.
5. Three recommendations including one from an employer or supervisor who can comment on the applicant's work experience and potential for successful completion of a master's program. Professional work experience is preferred.
6. Applicant's resume.
7. International applicants must complete international student forms and provide proof of financial support.

A strong overall academic average based on upper division grade point average (last sixty credit hours) the GMAT or GRE score are minimum requirements for consideration for graduate admission. However, admission decisions are based upon several factors, and if other indicators of success are evident, individuals who fall below the established criteria in one of the

areas may be considered for admission. Applicants may also be selected for interview by the admissions committee. Deadline for receipt of applications is June 1. International applicants are encouraged to apply by May 1.

## **Degree Requirements**

### **Option 1: Professional Part-time MBA:**

1. Forty-eight semester credit hours of approved graduate credit must be satisfactorily completed for the degree. Classes begin in Summer Session I and continue throughout the year (with appropriate breaks) until completion 24 months later. Students withdrawing from the program may not re-enter until the same time one year later.
2. The student must satisfy a minimal mathematics requirement in calculus. This requirement may be satisfied by completing MAT 151, its equivalent, or by passing the Advanced Placement Test (AP) in calculus. This must be completed prior to the first fall semester enrollment.
3. Each student --must successfully complete an extensive written case analysis in MBA 556 and successfully pass an oral competency requirement through their presentation in MBA 557.
4. Each student must complete the approved course of study within five years of the date of first registration for graduate study.

### **Option 2: International MBA:**

1. Thirty-six semester credit hours of approved graduate credit must be satisfactorily completed for the degree. Classes begin in Fall Semester at any IMBA partner school for core courses, continue in the Spring for specialization courses and culminate in the summer with the completion of a thesis or extensive case study. Program length is 12 months.
2. The student must complete one semester, core or specialization, at UNCW. The other semester must be completed at non-USA IBSA partner school (see listing above).
3. Each student must successfully complete a thesis or extensive written case analysis and must successfully pass an oral competency requirement in defending their thesis or case in IMB 599.
4. Each student must complete the approved course of study within five years of the date of first registration for graduate study.

## **Grading Policies**

During the first 15 months of the Option 1: Professional Part-time MBA program, the Learning Alliance Project work will count towards your grade in applicable courses. Otherwise, Graduate School grading policies are adhered to.

## **Other Policies**

All other policies adhered to by the Graduate School are withstanding in both MBA programs.

## **Course Requirements for the Master of Business Administration Degree**

### **Option 1: Professional Part-time MBA:**

All MBA students in Option 1: Professional Part-time MBA, regardless of undergraduate background, will be required to take the following program in the lockstep sequence:

#### **A. Core Requirements (20 semester hours)**

The following courses comprise the core of knowledge essential to an understanding of modern business and managerial practice

MBA 505 Financial Accounting	(2)
MBA 510 Statistical Methods for Business	(2)
MBA 511 Quantitative Methods	(2)
MBA 512 Information Systems and Technology	(2)
MBA 525 Micro Economics	(2)
MBA 535 Corporate Financial Management	(2)
MBA 540 Marketing Decision Making I	(2)
MBA 550 Managerial Effectiveness	(2)
MBA 551 Management Strategy	(2)
MBA 560 Business Law	(2)

#### **B. Professional Competence and Integrative Applications**

(22 semester hours)

In addition to the core requirements, the following courses develop depth and breadth of knowledge and provide analytical skills for practical application.

MBA 506 Managerial Accounting	(2)
MBA 513 Information Analysis and Management	(2)
MBA 526 Macro Economics	(2)
MBA 536 Investment Management	(2)
MBA 541 Marketing Decision Making II	(2)
MBA 552 Behavioral Management	(2)
MBA 553 Learning Alliance Integration	(1)
MBA 554 Industry Practicum I	(1)
MBA 555 Leading Organizational Change	(2)
MBA 556 Executive Challenge	(2)
MBA 557 Industry Practicum II	(2)
MBA 570 Operations Management	(2)

**C. Electives (six semester hours)**

Candidates will strengthen their knowledge and sharpen their skills in particular areas by taking three courses from the elective areas: accountancy, economics, management, marketing, finance, operations management, information systems, and international business.

**Option 2: International MBA:**

All MBA students in Option 2: International MBA, will be required to complete the following degree components: International Core (A), Specialization (B) and Thesis (C)

**A. International Core Requirements (12 semester hours): Semester One**

IMB 535 International Finance	(2)
IMB 540 International Marketing Strategies	(2)
IMB 551 Global Strategic Analysis	(2)
IMB 552 Human Resource Management in the Global Environment	(2)
IMB 571 International Business Law	(2)
IMB XXX CSB Elective	(2)

**B. Finance Specialization Requirements (12 semester hours): Semester Two**

IMB 531 Investment Management	(1)
IMB 532 Portfolio Analysis and Management I	(2)
IMB 533 Portfolio Analysis and Management II	(2)
IMB 536 Global Macroeconomics and Financial Institutions or CSB Economics Elective	(2)
IMB 538 Financial Research Methods	(1)
IMB 539 Financial Management	(2)
IMB XXX CSB Elective Relevant to International Finance Focus	(2)

Or

IMB 595 Special Topics in International Business (to be completed at an IBSA partner school)	(12)
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**C. Thesis or Extensive Written Case Analysis (12 semester hours):**

IMB 599 Thesis,	(6)
IMB 594 Capstone	(6)

**Note: Components International Core (A) or Specialization (B) can be completed at a IBSA Partner School. The International Core Requirements (A) are offered at all IBSA partners. Students must study in two different countries. The Specialization Requirements vary by IBSA school (see below) and each student is allowed to select their specialization:**

<b>International Business School Alliance Members</b>	<b>Member School Area of Specialization</b>
University of North Carolina Wilmington	International Finance & Investments
Hochschule Bremen	International Entrepreneurship
University of Hertfordshire	International Human Resources
Universitat de Valencia	International Marketing
Euromed Marseille	NGO Management and Economic Development
Institute of Business Studies	International Management in Transition Economies and Emerging Markets

**Master of Business Administration  
Course Descriptions**

(The following MBA courses [MBA and IMB prefixes] are open only to graduate students.)

**IMB 531. Investment Management (1-2)** This course will build upon the security analysis skills development in IMB 532. These skills will be used for portfolio management decisions in the student-managed investment fund.

**IMB 532. Portfolio Analysis and Management I (2)** This course is designed to focus on tool and techniques of modern portfolio theory in a global context. Students will convert theory to practice through active management of a real dollar portfolio.

**IMB 533. Portfolio analysis and Management II (2)** This course is designed to focus on the fixed income asset class as a component of an actively managed portfolio. In addition to fixed income, the course will address alternative asset classes and the use of derivatives.

**IMB 534. International Real Estate Investment (2)** The course will first survey "real estate" as a bundle of rights defined differently across borders. Students will review special topics related to international real estate value. These topics will include: the mathematics of real estate investment, special tax-deferral and tax sheltering options, cross-border money transfers, offshore real estate ownership, and the expanding importance of ecotourism and sustainable development.

**IMB 535. International Finance (2)** A global overview of managerial and financial accounting for international financial decision-making at an advanced level. The course focuses on analysis and decision making techniques affecting global economics, multinational finance, international accounting, global harmonization, corporate governance, and global value creating management.

**IMB 536. Global Macroeconomics & Financial Institutions (2)** Analysis of aggregate economic economy, the effects of fiscal and monetary policies in a global environment and financial institutions in which global business firms operate. The course will measure, analyze, and interpret economic data in an open economic context.

**IMB 537. Global Topics (1-4)** a series of topics providing depth in functional areas such as global business and economic forecasting, financial statement analysis, global information technology, project management, and globally emerging topics.

**IMB 538. Financial Research Methods (1-2)** An extensive study of the research methods utilized to understand and analyze financial issues. Topics and skills covered include: 1) identification and extraction of reliable data for interest rates, equity prices, company fundamentals, and foreign currency, 2) utilization of SAS, Eventus, Bloomberg, and Microsoft Excel to perform analytics such as correlations, regressions, and event studies, and 3) presentation of research results.

**IMB 539. Financial Management (1-2)** This is a corporate finance course designed for international MBA students. The primary objective of this course is to provide an understanding of finance and financial management. This primary objective will be supported with examinations of relevant topics in contemporary finance. These will include an appreciation of financial terms and the interplay between the capital markets, financial managers and financial institutions. At the core of this basic understanding is knowledge of the tools used by financial managers in their decision-making. With regular reference to current issues in personal, business and international finance, these tools and terms will be introduced and examined. The course format will be a mixture of lectures, assignments and class discussion.

**IMB 540. Global Marketing Strategies (2)** International marketing decision making at an advanced level. The course will address marketing performance in a global context, assess differences in country environments; select and apply techniques for international market segmentation, market entry strategies, market risk analysis, and marketing plans.

**IMB 551. Global Strategic Analysis (2)** An intensive course in globally strategy-making and execution. The course addresses global strategic business issues and the development of winning business strategies in a global economy. The managerial tasks of strategic analysis as well as crafting, selecting, and executing strategies are discussed through lecture, discussion, and case analysis.

**IMB 552. Human Resource Management in the Global Environment (2)** An examination of international human resource management in the context of the global business environment and policies of organizations for the management of people. The issues of managing international human resources, the link between HR practices and organizational performance, and international legal requirements and best practices will be addressed.

**IMB 571. International Business Law (2)** This course develops an understanding of international legal foundations and frameworks within which a business operates, focusing on a critical analysis of business transactions, and the global legal

environment in which they are conducted. Legal concepts will be related to current issues in international business relationships to assist in an understanding of risks inherent in the global forum.

**IMB 594. Capstone Project (1-6)** Prerequisite: Permission of MBA director. Focused study of a research topic in the practical application of financial decision making/recommendation under the guidance of one or more faculty members. Topics are selected by the student with faculty and MBA director approval. Written analysis and oral presentation of the project is required.

**IMB 595. Special Topics in International Business (1-15)** This course reflects the specialization topic courses taken by the International MBA (IMBA) students in one of the European partner schools. All IMBA students are required to choose a specialization area for their degree. The courses, topics and content of these specialization areas will differ for each of our partner schools. The transient courses taken abroad will be reflected in this course.

**IMB 598. Internship (1-2)** Academic training and practical experience through work in a private company or public agency. Faculty supervision and evaluation of all study and on-site activity. Students must secure permission of the MBA director.

**IMB 599. Thesis (1-6)**

**MBA 505. Financial Accounting (2)** An intensive course in accounting principles with special emphasis on the concepts underlying income determination, preparation and interpretation of financial statements and the managerial uses of accounting information. Topics include transaction analysis, asset valuation, and expense and revenue recognition, capital structure and tools of financial analysis.

**MBA 506. Managerial Accounting (2)** Interpretation and use of accounting information in planning operations, controlling activities, and making decisions. There is extensive coverage of new concepts such as strategic cost analysis, balanced scorecard, JIT systems, value-added accounting, activity-based costing, process value analysis, quality, productivity, life-cycle cost management, and target costing.

**MBA 510. Statistical Methods for Business (2)** A survey of statistical methods and techniques for the analysis of business data. Topics include descriptive and inferential statistical methods, statistical inference via hypothesis testing, probability theory, simple and multiple linear and nonlinear regression analysis.

**MBA 511. Quantitative Methods (2)** An introduction to quantitative models and methods for the solution of business problems. Topics include mathematical programming and its applications, simulation, queuing theory, decision analysis, forecasting, quality control, and project scheduling.

**MBA 512. Information Systems and Technology (2)** The role of information systems and technology in business. Hardware, software, and communications issues are examined. Databases, enterprise resource planning systems, and other overarching applications are analyzed. Ethical issues of privacy and piracy are discussed.

**MBA 513. Information Analysis and Management (2)** Strategic and tactical issues of information systems and technology are addressed as they support and lead the operations of the organization. Models of the organization and its operations are designed. Multifaceted evaluations of organizational information systems are performed.

**MBA 525. Micro Economics (2)** Analysis of the cost structure faced by business firms and the structure of the output and resource markets in which they operate.

**MBA 526. Macro Economics (2)** Analysis of aggregate economic activity, the effects of fiscal and monetary policies and the global economic environment in which business firms operate. Course will also discuss international business strategies and the impact of culture on business decisions.

**MBA 533. Special Topics (1-6)** A series of topics providing depth in functional areas such as new product development, technology management, investment analysis, and strategic information systems.

**MBA 535. Corporate Financial Management (2)** Examination of corporate decision-making process in finance. Evaluation of financial statements, capital budgeting concepts, capital structure decisions, and international financial issues for the businessperson.

**MBA 536. Investment Management (2)** Valuation principles for stocks, bonds, and options. Technical and fundamental analysis, market efficiency, and risk management techniques are discussed.

**MBA 540. Marketing Decision Making I (2)** An introduction to the principles of marketing and basic marketing methods and tools needed to make effective marketing decisions. Lectures and projects regarding new product development, customer

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relationship management, and other key marketing concepts will expose students to marketing principles and require them to formulate marketing tactics and strategies.

**MBA 541. Marketing Decision Making II (2)** Covers strategic marketing planning process with special emphasis on the analysis needed to conduct a marketing audit. Course will also address the relationship of marketing with other functional areas of the firm.

**MBA 550. Managerial Effectiveness (2)** Course emphasizes the development and assessment of core management skills. Topics include problem solving, conflict resolution, communication, negotiation, team building, and delegation. An experiential approach requiring a high level of student involvement is used.

**MBA 551. Management Strategy (2)** An intensive course emphasizing the firm's choice of strategy, scope and organization. Major theoretical paradigms will be used to evaluate a firm's strategy and the determinants of competitive advantage. Topics include: strategic direction, macro and micro environmental analysis, corporate and business level strategies and implementation issues.

**MBA 552. Behavioral Management (2)** An intensive look at leadership, motivation, and communication within the organization. Emphasis on analyzing attitudes and perceptions, peer evaluations, and strategic HR looking at recruiting and staffing selection.

**MBA 553. Learning Alliance Integration (1)** Grading: Course grade for 1 credit hour and the final presentation will satisfy the oral competency requirement of the MBA program. Each team will present to an evaluation team composed of two faculty members, an alliance executive, and a CEN/outside executive (Note: Confidentiality agreement with partner may limit outside executive involvement). Presentations will be formal and videotaped.

**MBA 554. Industry Practicum I (1)** Students may choose an industry sector in which they gain intensive knowledge about issues and decisions affecting that sector. Lectures, executive speakers and the initiation of a year-long practicum constitute the course. Sector examples include: manufacturing industries or service industries; i.e., financial, health care, government, retail environment, etc.

**MBA 555. Leading Organizational Change (2)** The study of organizational change building on concepts that managers need to effectively lead the firm in various stages of evolution. Topics include: transformational leadership, strategic management, developing a learning organization, fostering innovation, corporate entrepreneurship, performance management, and effective execution. Case analysis and exercises are used to foster the application of leadership concepts and techniques.

**MBA 556. Executive Challenge (2)** Course provides a set of situations and issues that executives face as leaders of organizations. Each challenge will test the student's ability to identify the key factors, to incorporate the concepts presented in the MBA program, and to propose a course of action that will constructively address the challenge. Cases and/or simulation exercises will be incorporated to integrate business function areas.

**MBA 557. Industry Practicum II (2)** Students are required to develop a project that can be practiced utilizing all prior coursework and incorporating analysis begun in MBA 554.

**MBA 560. Business Law (2)** Examination of the constitutional, legislative, judicial, regulatory, and public policy forces exerted on the business environment. Particular focus on contracts, torts, and property law.

**MBA 570. Operations Management (2)** Survey of the basic concepts, theories, and techniques for the management of operating systems. Development of concepts and decision processes critical to short-run and long-range organizational decision making. Topics include product and process design, operations planning, facility location and layout, inventory management, capacity planning, and scheduling.

**MBA 591. Directed Individual Study (1-3)** Directed individual study with approval of the MBA Director.

### BUSINESS COURSES FOR THE WATSON SCHOOL OF EDUCATION

**BUS 605. Performance Management, Organizational Change/Transformational Leadership and Strategic Human Resource Management (3)** This course is designed to prepare educational leaders to understand the need to evaluate organizational performances; recognize the need for organizational change and the skills necessary to manage change; review models for decision making including development of strategic plans; and understand the critical role of human resource management in maximizing organizational objectives.

**BUS 624. Budget, Finance, Accounting, Project Management (3)** This course is designed to prepare educational leaders to: 1) Develop strategic plans consistent with the needs of their region and relevant stakeholders, 2) develop short-term and long



term budgets in alignment with their strategic plans, 3) understand financial reports in order to monitor the performance of their organization and progress towards goals and 4) review project management tools and other methods designed to manage large and small projects.

#### **INFORMATION SYSTEMS AND OPERATIONS MANAGEMENT**

**OPS 572. Project Management (2-3)** This course introduces the problems of managing a project with the purpose of achieving a specific objective. There will be an in-depth coverage of the operational and conceptual issues faced by modern project managers in all organizational settings. Students will learn techniques, terms and guidelines that are used to manage costs, schedules, risk, group dynamics and technical aspects throughout the life cycle of the project. Special emphasis will be on the use of current P.M. software.

## MASTER OF SCIENCE IN ACCOUNTANCY

**Graduate Coordinator:** Ms. Rebecca Sawyer

The Cameron School of Business offers a program of study leading to a Master of Science in Accountancy to qualified holders of a bachelor's degree from a regionally accredited college or university regardless of undergraduate field of study. Students may concentrate in functional areas such as tax/auditing or accounting information systems/auditing. The purpose of the program is to prepare graduates to assume responsible accounting and managerial positions in public accounting, private industry, management consulting, government, and not-for-profit organizations.

### Specific Objectives Include:

- Develop the skills necessary for critical thinking, professional research, and continuous learning
- Develop a global perspective of business and accounting practices
- Provide a framework for developing leadership and team building skills
- Provide a framework for recognizing the importance of social responsibility and making ethical business decisions
- Develop effective communication skills and strong interpersonal skills

### Admission Requirements

Applicants seeking admission to the graduate program in accountancy are required to submit the following to the Graduate School:

1. An application for graduate admission
2. Official transcripts of all college work (undergraduate and graduate)
3. Official scores on the Graduate Management Admission Test (GMAT). Scores more than five years old will not be accepted.
4. Three recommendations by individuals who can comment on the applicant's potential for successful completion of a master's program.
5. Applicant's resume.

Applicants should have a strong overall undergraduate academic record and have earned satisfactory scores on the GMAT. However, admission decisions are based on several factors and other indicators of success may be considered for admission.

Admission into the graduate program is conditional upon successful completion of a basic core of accounting coursework. This coursework may be completed at any regionally accredited four year college or university or may be completed in residence at UNCW. The basic core of accounting coursework includes External Financial Reporting (six hours), Accounting Information Systems (three hours), Survey of Tax (three hours), Finance (three hours), Advanced Managerial Accounting (three hours) and Auditing (three hours). External Financial Reporting, Accounting Information Systems, Finance, and Survey of Tax may be completed in residence at UNCW in the summer before beginning the graduate program. Advanced Managerial Accounting and Auditing may be completed during the first semester in residence in the MSA program. Students who earn a grade of C in more than two of these basic core courses, or a grade below C in any of these courses, will not be permitted to continue in the MSA program.

The deadline for receipt of applications is April 1. Applicants are encouraged to apply early because admission is competitive and decisions are made on a rolling basis.

Interested applicants will be considered for a graduate assistantship which will be awarded on a competitive basis as they become available.

### Degree Requirements

1. A minimum of 32 semester hours of graduate coursework approved by the MSA director is required for the Master of Science in Accountancy. This must include a required core of 23 semester hours of MSA graduate accounting and business courses.
2. Each student must complete seven semester hours of MSA graduate coursework in a specialization of either tax/auditing or accounting information systems/auditing approved by the MSA director.
3. Each student must complete two semester hours of MSA graduate electives approved by the MSA director.
4. Up to six hours of graduate study may be accepted as transfer credit from an accredited college or university. Requests for transfer credit must be approved by the MSA director and the Graduate School. A minimum of 26 semester hours of graduate study must be completed in residence.
5. Each student must successfully complete a written and oral comprehensive case analysis in the final semester of enrollment in coursework.
6. Each student must complete the approved course of study within five years of the date of first registration for graduate study.

### Required Courses

All Master of Science in Accountancy majors will be required to complete the following core courses and choose one of the concentration paths.

MSA 500	Financial Accounting Research and Theory	(2)
MSA 505	Partnership and S Corporation	(2)
MSA 508	Taxation and Business Decisions	(2)
MSA 515	International Management and Strategy	(2)
MSA 516	Systems Assurance	(2)
MSA 518	Risk Based Auditing	(2)
MSA 526	Advanced Financial Accounting	(2)
MSA 527	Marketing Professional Services	(3)
MSA 528	Consolidations and Financial Topics	(2)
MSA 530	Management Decisions and Control	(2)
MSA 540	Cases in Financial and Investment Management for the Accountant	(2)

#### Concentration: Tax/Audit

MSA 504	Federal Tax Research	(2)
MSA 510	Tax Planning Techniques	(2)
MSA 534	Accounting Practicum: Tax/Audit	(3)

#### Concentration: Accounting Information Systems/Audit

MSA 522	Business Database Systems	(2)
MSA 524	Accounting Information Systems Analysis and Design	(2)
MSA 535	Accounting Practicum: Accounting Information Systems	(3)

### Elective courses

Students will strengthen and broaden their skills in particular areas by taking two (2) hours of elective MSA graduate courses from either business law or non-profit accounting. Each student's elective course must be approved by the MSA director.

### GRADUATE COURSES IN THE MASTER OF SCIENCE IN ACCOUNTANCY PROGRAM

**MSA 500. Professional Accounting Research (1-3)** Explores the interaction of theory, research, and application of financial accounting and auditing standards. Students will learn to use the research techniques, analytical skills, professional judgment, and communication skills needed by professional accountants to apply FASB, AICPA, PCAOB, and SEC accounting and auditing pronouncements.

**MSA 503. Current Topics in Nonprofit Organization Accounting (1-3)** A survey of the accounting and financial reporting practices of government and other types of nonprofit organizations, and a critical review of contemporary issues concerning changes to existing government and nonprofit accounting and financial reporting methods.

**MSA 504. Federal Tax Research (1-3)** Tax research techniques applicable to federal tax laws in regard to individual, corporate and partnership taxpayers. Use of traditional and computerized tax services in the solution and reporting of tax cases.

**MSA 505. Partnership and S Corporation Taxation (1-3)** This course studies principles of taxation applicable to partnerships and S corporations. The course emphasizes the tax consequences of organizations, operations, distributions, and liquidations for entities and their owners.

**MSA 506. Estate Planning (1-3)** An examination of wealth transfer taxes and income taxation of estates and trusts. The course further looks at the integration of these taxes and the planning opportunities available to minimize tax liabilities.

**MSA 508. Taxation and Business Decisions (1-3)** This course examines the impact of taxation on managerial decisions, policies, and procedures with respect to the organization and operation of a corporation. Topics of study may include the tax consequences of contributions, non-liquidating distributions, and income determinations for corporations and shareholders.

**MSA 510. Tax Planning Techniques (1-3)** This course explores opportunities for planning under federal tax law. Topics of study include business acquisitions and liquidations, consolidations, and international operations for corporations and other business entities.

**MSA 512. Auditing Concepts (1-3)** Study of the objectives, standards, procedures and reporting requirements associated with a public accountant's role in auditing financial statements and performing assurance engagements. Students will learn how to make client acceptance decisions, plan and conduct audits and generate appropriate report(s) in light of competitive, legal and ethical constraints.

**MSA 515. International Management and Strategy (1-3)** Explores how managers in firms are affected by key environment factors, such as politics, culture, economics and geography, etc. It studies strategies for resolving the differences and challenges posed by international business opportunities and competition.

**MSA 516. Systems Assurance (1-3)** Study of systems issues in today's technological environment with an emphasis on auditing an EDP system. Includes a study of auditor control risk; organization, documentation, hardware and software control; auditing computer programs, computer files, computer processing; and auditing third party and expert systems.

**MSA 517. Human Resource Management (1-3)** A survey of the relationship between management of human resources and the effective management of the firm. Topics covered include staffing, performance appraisal, compensation systems, discipline, due process, motivation, team development and effectively managing meetings.

**MSA 518. Risk Based Auditing (1-3)** Selected areas of auditing including analytical procedures, statistical sampling, internal control, internal auditing, auditor reports, and other attestations. Emphasis on directed readings, case studies, individual research and special reports.

**MSA 520. International Accounting (1-3)** A survey of international accounting topics including comparative accounting systems and practices, internal accounting standards, analyzing foreign financial statements, and transfer pricing.

**MSA 521. Current Trends in Communication and Technology (1-3)** Current and emerging issues in communications and technology that affect or are affected by business. Hardware and software issues concerning end-user computing are explored. Communications technology and software for accessing information beyond the organization's boundaries are stressed.

**MSA 522. Business Database Systems (1-3)** Major database structures are presented and discussed. The relational database structure is stressed. Conceptual foundations, such as normalization, are integral to the course. Students are required to become competent users of major database management features: report generation, development of input forms that maintain integrity, and queries.

**MSA 524. Accounting Information Systems Analysis and Design (1-3)** A study of concepts and techniques related to the systems development life cycle, structured systems analysis and design techniques, and rapid application development with particular focus on accounting information systems.

**MSA 525. Marketing Management (1-3)** Examining major factors considered in the analysis, development, and control of marketing programs. Attention is directed to decisions concerning service offerings, pricing strategy, promotional methods, and the channels of distribution. Emphasis is placed on the role marketing plays in the management and decision-making of the firm.

**MSA 526. Advanced Financial Accounting (1-3)** Advanced study of the principles, theory, and authoritative standards governing the preparation of financial statements. Topics include International Financial Reporting Standards, cash flow reporting, fair value accounting, and accounting for income taxes, leases, pensions and derivative financial instruments.

**MSA 527. Marketing Professional Services (1-3)** An in-depth exploration of the marketing of professional services, highlighting the distinctions which exist in the marketing of intangibles. In addition, the managerial implications of these distinctions and strategies available to overcome the difficulties associated with the marketing of services are examined.

**MSA 528. Consolidations and Financial Topics (1-3)** The study of corporate mergers and acquisitions and the related accounting issues. Topics include acquisition accounting under the purchase method and preparation of consolidated financial statements in parent/subsidiary relationships. Current merges and acquisitions are also studied. Additional financial topics are covered related to mergers.

**MSA 530. Management Decisions and Control (1-3)** Advanced theoretical and applied analysis of financial information systems for management planning and control. Topics include management control systems, strategic cost analysis, activity-based cost management and budgeting systems.

**MSA 534. Accounting Practicum: Tax/Audit (1-3)** A capstone course that examines the current issues facing the accounting profession including financial reporting, management accounting and control, information systems, and professional certification topics. The course includes a comprehensive project with a required professional presentation to faculty and business leaders.

**MSA 535. Accounting Practicum: Accounting Information Systems (1-3)** Prerequisite: MSA 524. A study and application of concepts related to the systems development lifecycle. The course includes a comprehensive project which will involve the analyzing, designing, and/or implementing an accounting information system for a real world client.

**MSA 539. Corporate Financial Management (1-3)** Examination of corporate decision-making process using cases to emphasize application of theory. Evaluation of balance sheet, income statement, cash flow statement and statement of stockholder's equity for purpose of controlling and financing growth.

**MSA 540. Cases in Financial and Investment Management for the Accountant (1-3)** Examination of corporate decision-making process using cases to emphasize application of theory. Evaluation of balance sheet, income statement, cash flow statement and statement of stockholder's equity for purpose of controlling and financing growth. Examination of investor decision-making process using cases to emphasize application of theory. Evaluation of pricing of various capital market instruments including derivative securities and convertible securities. Fundamentals of constructing efficient portfolios and writing investment policy statements for both individual and institutional investors.

**MSA 560. Legal Environment and Business Regulation (1-3)** A study of the management process and how it is influenced by the constitutional, legislative, judicial, regulatory, administrative, and social forces exerted on the business and social environment.

**MSA 562. Business Law for Accountants (1-3)** This course is designed for students who have not taken undergraduate Business Law courses. Topics covered will include an overview of Tort Law, Contract Law, Property Law, Business Organizations, UCC Law, Secured Transactions, Commercial Paper, and Bankruptcy.

**MSA 564. Seminar in Accountant's Legal Liability (1-3)** Discussion of common liability theories used against the accounting profession. Theories include: breach of contract, negligence, fraud, and securities liability under the 1933 and 1934 Securities Acts. Expert witness liability, liability to third party users of financial statements and how noncompliance of GAAP and GAAS affect liability are also covered.

**MSA 566. Environmental Law (1-3)** This course will examine the purposes, methodology and effects of the law as it relates to environmental issues such as water and air pollution, toxins and land use. Topics will include current affairs, common law rights and remedies, the current legislative and regulatory framework and market-based approaches.

**MSA 591. Directed Individual Study (1-3)** Prerequisite: Consent of the MSA director.

**MSA 592. Topics in Accounting (1-3)** Prerequisite: Consent of instructor. Study of topics or issues not covered in existing courses.

## **ADDITIONAL GRADUATE COURSES**

### **DEPARTMENT OF ECONOMICS AND FINANCE**

**ECN 525. Environmental Economics (3)** Application of economic principles at the graduate level to environmental problems and alternative solutions. Analysis will utilize principles such as property rights, cost benefit analysis, externalities, public goods, and non-market valuation. Issues considered include pollution and solid waste management, sustainability, damage assessment, land use change, and environmental amenity valuation.

**ECN 528. Regional Economics (3)** Application of economic principles at the graduate level to the understanding of municipal and regional economies. Policy topics include land use and zoning, infrastructure, growth and development incentives, transportation, housing, public amenities and the environment. Introduction to economic impact and Geographic Information System software tools used in regional economic analysis.

**ECN 530. Natural Resource Economics (3)** Economic principles are developed and applied to public and private decisions involving the use and allocation of natural resources. After a review of markets, the theoretical foundations for economics efficiency and optimal use of natural resources are developed and applied to policy areas such as forests, fisheries, land use, minerals, water, and global issues, with special attention given to coastal and marine resources.

## WATSON SCHOOL OF EDUCATION

The Donald R. Watson School of Education offers graduate programs in professional education in the following areas: (1) Master of Education (M.Ed.) program with specializations in curriculum/instruction supervision, elementary education, middle grades education, language and literacy education, and secondary education; (2) Master of School Administration (M.S.A.); (3) Master of Science (M.S.) in Instructional Technology; (4) Master of Arts in Teaching (M.A.T.) program with specializations in secondary education with options in English, history, mathematics, and science; and middle grades education with options in language arts, social studies, mathematics and science; and (5) Doctorate in Education (Ed.D.) in Educational Leadership and Administration. The M.Ed., and M.S. programs meet the requirements for North Carolina Masters/Advanced Competencies, and the Ed.D. program leads to superintendent licensure for qualified program completers. Add-on licensure areas are available through graduate coursework in: Academically and Intellectually Gifted (AIG), Curriculum and Instruction Supervision, English as a Second Language (ESL), Reading, and School Administration.

Coursework in Reading Recovery™ is available to students meeting specific admissions criteria, including holding a master's degree in reading or closely related area, at least five years of teaching experience, and having the nomination of a school district or consortium that has filed application to become a Reading Recovery™ site. Persons successfully earning certification are qualified and approved by the National Diffusion Network to serve as teacher leaders for the Reading Recovery™ program within public school systems. For additional information and requirements, contact the Department of Elementary, Middle Level, and Literacy Education in the Watson School of Education.

## MASTER OF EDUCATION

**Graduate Coordinator, Curriculum/Instruction Supervision:** ~~Dr. Susan Catapano~~ **Dr. Amy Garrett Dikkers**

**Graduate Coordinators, Elementary Education:** Dr. Brenda Wheat/Dr. Carol McNulty

**Graduate Coordinator, Language and Literacy Education :** Dr. Barbara Honchell

**Graduate Coordinator, Middle Grades Education:** Dr. Kathleen Roney

**Graduate Coordinator, Secondary Education:** ~~Dr. Dennis Kubasko~~ **Dr. David Gil**

### Admission Requirements

Applicants seeking admission to the (M.Ed.) graduate program are required to submit the following to the Graduate School:

1. An application for graduate admission
2. Official copies of transcripts of all college work (undergraduate and graduate)
3. Official scores on the Miller Analogies Test or the Graduate Record Exam
4. Three recommendations by individuals in relevant professional fields (employers, professors, supervisors)
5. A 2-3 page typed letter of application which includes a description of the applicant's professional goals, educational interests in pursuing graduate study, and philosophy of teaching.

The criteria for graduate admissions decisions include:

1. A grade average of "B" in the undergraduate major
2. Satisfactory scores on the Miller Analogies Test or the Graduate Record Exam
3. Satisfactory letters of recommendation from appropriate references
4. Satisfactory writing skills indicated by the letter of application

Admissions decisions are based upon several factors and where other indicators of success warrant, individuals who fall below the established criteria in one of the areas may be considered for admission.

In addition to the general requirements, applicants to the program in elementary education are required to hold, or be qualified to hold, North Carolina Class "A" teacher licensure in early childhood education, intermediate education, or elementary education. Applicants to the program in middle grades education are required to hold, or be qualified to hold, North Carolina Class "A" teacher licensure in middle grades education. Applicants to the language and literacy program are required to hold, or be qualified to hold, North Carolina Class "A" elementary, middle grades, special education or secondary teacher licensure. Applicants to the curriculum /instruction supervision program must hold, or be qualified to hold North Carolina class "A" teacher licensure in the area of curricular emphasis. Applicants to the secondary education program are required to hold, or be qualified to hold, North Carolina Class "A" teacher licensure in English, history, mathematics, Spanish, or science at the secondary level.

Under exceptional circumstances, individuals who do not hold the specified teaching credential may be admitted. Such exceptions may be made in cases of otherwise qualified applicants who are engaged in relevant professional roles not requiring teacher certification and who may profit professionally from the type of advanced study offered at this institution. Examples of applicants for whom exceptions are appropriate include community college administrators and teachers. In such instances, the programs may be modified appropriately. However, upon completion of the graduate program individuals admitted under such exceptions are not qualified for the institution's recommendation for North Carolina Board of Education instructional or administrative licensure.

Students who seek professional improvement or licensure renewal but do not intend to pursue a degree may register for graduate courses through procedures established for non-degree students. Those procedures are described in an earlier

section of this catalogue. (NOTE: Licensure requirements change, and requirements must be adjusted to accommodate new mandated competencies and guidelines. Students should check with their advisors or the dean's office to keep informed of changes.)

### **Degree Requirements for Master of Education (M.Ed.) Programs:**

#### **Curriculum/Instruction Supervision**

The program leading to the Master of Education degree (M.Ed.) in curriculum/instruction supervision provides advanced professional training for individuals holding, or qualified to hold, North Carolina Class "A" teacher licensure in an academic area. The program is designed to provide advanced study to prepare graduates to be effective school and district level curriculum and instructional leaders, and is appropriate for classroom teachers, building administrators, teacher educators, and other personnel who play a supervisory role in the professional development of others.

Based upon the view of the professional as a decision-maker and reflective practitioner, the program addresses the needs for conceptual and procedural bases for decision-making and specific alternatives within the student's anticipated area of professional practice. The 36-semester hour program consists of a set of core courses that are common with the school administration program, courses specific to a curriculum specialization area, and courses within the supervision program track. The PRAXIS Examination, specialty area, is required for licensure.

##### **I. Research Core (6 hours)**

EDL 523 Research in Education	3
EDL 568 Educational Program Design and Evaluation	3

##### **II. Program Core: Curriculum & Instruction (6 hours)**

EDL 574 Practicum on Curriculum Models and Instructional Strategies	3
EDL 583 Global Perspectives on Curriculum & Supervision	3

##### **III. Program Core: Supervision (9 hours)**

EDL 567 Learning-Centered Supervision	3
EDL 578 Practicum in Learning-Centered Supervision	3
EDL 513 Organizational Change and Supervision	3

##### **IV. Program Specialization: (9 hours)**

EDL 530 Curriculum	3
Select an additional course below in consultation with your advisor	
MIT 531 Learning Outcome Assessment	3
EDL 566 Supervision and Teacher Evaluation	

<b>Select one elective in consultation with your advisor</b>	<b>3</b>
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##### **V. Thesis (6 hours)**

EDL 599 Thesis in Education	3
EDL 599 Thesis in Education	3

#### **Other Program Requirements**

Preliminary case study hearing required prior to thesis semesters and an exit interview at the conclusion of the thesis.

#### **Elementary Education**

The program leading to the Master of Education degree (M.Ed.) in elementary education provides advanced professional training for individuals holding, or qualified to hold, North Carolina Class "A" teacher licensure in early childhood education (K-4), intermediate education (4-6), or elementary education (K-6). The 39-semester hour program is comprised of 18 semester hours of conceptual and technical studies, 12 semester hours in the area of specialization, a 3-semester hour practicum, and 6 semester hours of electives.

Based upon the view of the professional as a decision-maker and reflective practitioner, the program addresses the needs for conceptual and procedural bases for decision-making and specific alternatives within the student's anticipated area of professional practice. Accordingly, the program is comprised of a "professional core" of conceptual foundations, elementary specialty courses, and a practicum.



**Elementary Core (18 hours)**

Choose one course from each area:

- A. EDN 500 Human Development and Learning (3)
- B. EDL 523 Research in Education (3)
- C. EDN 509 Education in a Multicultural Context (3)  
EDN 545 Black Literature and Resources for Teachers (3)  
EDN 563 Educational Environments (3)
- D. EDL 520 Instructional Development (3)  
EDL 530 Curriculum (3)
- E. SED 558 Issues and Trends in Special Education (2)  
EDN 550 Nature and Needs of Children with Exceptionalities (3)
- F. SED 556 Seminar on Families, Diversity, and Collaboration (3)  
EDL 567 Learning-Centered Supervision (3)
- G. EDN 593 Contemporary Issues in Education (1)

**II. Elementary Specialty Courses (12 hours)**

Choose one course from each group:

**Mathematics**

- EDN 542 The Teaching of Mathematics (3)
- EDN 546 Assessment in School Mathematics Language Arts (3)

**Language Arts**

- EDN 541 Role of Literature in Learning and the Curriculum (3)
- EDN 551 Exploring Your Own Literacy and Literacy Education (3)
- EDN 558 Language and Literacy Foundations\* (3)
- EDN 584 Development of Language and Literacy\* (3)
- EDN 586 Program Practices and Procedures in Language and Literacy\* (3)
- EDN 588 Assessment in Language and Literacy (3)

**Social Studies**

- EDN 543 The Teaching of Social Studies (3)

**Science**

- EDN 544 The Teaching of Science (3)
- EDN 548 Inquiry – The Method of Science (3)

\*Although the one semester hour co-requisite seminars (EDN 569, 585, and 587) are not required for Elementary Education majors, they will enrich the learning experiences for students electing to take them.

**III. Practicum (3 hours)**

- EDN 590 Practicum in Elementary Education (3)

**IV. Electives (6 hours)**

Six semester hours of graduate courses appropriate to elementary education as approved by the advisor.

- EDN 599 Thesis in Education may be selected (1-6)

Competence in appropriate inquiry procedures will be developed through the required course, EDL 523: Research in Education, and other projects required in various courses. A written comprehensive examination will be required.

**Language and Literacy Education**

The program leading to the Master of Education degree (M.Ed.) in language and literacy education provides advanced professional training for individuals holding, or qualified to hold, North Carolina Class "A" teacher licensure. The 39-semester hour program is comprised of 6 semester hours of core requirements, 27 semester hours in the specialization, and 6 semester hours of electives.

Based upon the view of the professional as decision-maker and reflective practitioner, the program addresses the needs for conceptual and procedural bases for decision-making, for specific practices, and for structured reflection.

**I. Core Requirements (6 hours)**

- EDL 523 Research in Education (3)
- Choice of one of the following:
  - SED 558 Issues and Trends in Special Education (2)
  - EDN 509 Education in a Multicultural Context (3)
  - SED 556 Seminar on Families, Diversity, and Collaboration (3)
  - EDL 566 Supervision and Teacher Education (3)

**II. Language and Literacy Specialty (27 hours)**

EDN 538 The Teaching of Writing and Other Forms of Representation	(3)
EDN 541 Role of Literature in Learning and the Curriculum	(3)
EDN 551 Exploring Your Own Literacy and Literacy Education	(3)
EDN 558 Language and Literacy Foundations	(3)
EDN 569 Seminar in Language and Literacy Foundations (co-requisite EDN 558)	(1)
EDN 584 Development of Language and Literacy	(3)
EDN 585 Seminar in Development of Language and Literacy (co-requisite EDN 584)	(1)
EDN 586 Program Practices and Procedures In Language and Literacy	(3)
EDN 587 Seminar in Program Practices and Procedures in Language and Literacy (co-requisite EDN 586)	(1)
EDN 588 Assessment in Language and Literacy	(3)
EDN 589 Tutoring for Literacy Development	(3)

**III. Electives (6 hours)**

Six hours of electives appropriate to language and literacy education as approved by advisor.

Competence in appropriate inquiry procedures will be developed in the required course, EDL 523: Research in Education. Students are required to complete an action research project and an educational change project, and to prepare and present a portfolio representative of their learning prior to the completion of the program. A written comprehensive examination will be required.

Students qualify for a recommendation for graduate level licensure in reading by completing the Master of Education Program in Language and Literacy. Individuals who hold a master's degree in education in a related area may qualify to be recommended for graduate level licensure in reading by completing 18 additional hours of approved course work. The individual must complete a minimum of twelve hours of work at UNCW and must pass the appropriate specialty area PRAXIS examination.

**Middle Grades Education**

The program leading to the Master of Education degree (M.Ed.) in middle grades education provides advanced professional training for individuals holding, or qualified to hold, North Carolina Class "A" teacher licensure in one or more areas of middle school education. The 37 semester hour program is divided into five areas: 9 semester hours of core courses, 3 semester hours of leadership skills, 9 semester hours of content specialty, 10 semester hours of program emphasis courses, and 6 hours of electives.

Based upon the view of the professional as a decision-maker and reflective practitioner, the program addresses the needs for conceptual and procedural bases for decision-making and specific alternatives within the student's anticipated area of professional practice.

**I. Middle Grades Core (9 hours)**

EDN 500 Human Growth and Development	(3)
EDL 523 Research in Education	(3)
EDL 530 Curriculum	(3)

**II. Leadership Skills (3 hours)**

Choose one of the following courses:

EDN 509 Education in a Multicultural Context	(3)
SED 556 Seminar on Families, Diversity and Collaboration	(3)
EDL 567 Learning-Centered Supervision	(3)

**III. Content Specialty (9 hours)**

Nine or more hours from one content area usually taught in middle schools (Language Arts, Mathematics, Science, or Social Studies). Courses may be selected from graduate offerings in the departments of Biology, Chemistry, Earth Sciences, English, History, and Mathematics and Statistics for which the student has met the prerequisites.

**IV. Program Emphasis (10 hours)**

EDN 549 Middle School Education	(3)
EDN 577 Practicum in Middle Grades Education	(3)
EDN 593 Contemporary Perspectives in Education	(1)

A minimum of one additional education graduate course appropriate to the discipline in which the student has licensure.

**V. Electives (6 hours)**

Six semester hours appropriate to middle grades education as approved by the advisor.

EDN 599: Thesis in Education may be selected (1-6)

Competence in appropriate inquiry procedures will be developed through the required course, EDL 523: Research in Education, and other projects required in various courses. A written comprehensive examination will be required.

Graduate licensure in an additional content area may be obtained by completing Part III and the appropriate graduate methods course in the academic discipline. The appropriate PRAXIS II Specialty Area Test also will be required.

**Secondary Education**

The program leading to the Master of Education degree (M.Ed.) in secondary education provides advanced academic and professional study for individuals holding, or qualified to hold, North Carolina Class "A" secondary teacher licensure in one of the academic specialty fields included in the program. The 39-semester hour program is comprised of a core of professional studies designed to enhance the instructional decision-making skills of secondary teachers and a specialization track designed to enhance knowledge of subject matter, structure of the disciplines, and appropriate modes of inquiry. The M.Ed. in Secondary Education is offered in the following specialties: English, history, mathematics, science, and Spanish.

Based upon the view of the professional as a decision-maker and reflective practitioner, the program requires 18 semester hours of professional education courses, and 21 semester hours in the academic specialization.

**I. Professional Core (18 hours)**

EDN 506 Advanced Methods of Secondary Instruction (3)

EDL 520 Instructional Development (3)

EDL 523 Research in Education (3)

EDN 528 Secondary School Organization (3)

EDN 565 Applied Research Practicum in Secondary Schools (3)

EDN 579 Instructional Leadership in Secondary Schools (3)

**II. Academic Specialization (21 hours) Courses must be approved by advisor.****A. English**

21 semester hours are required including:

ENG 501 Introduction to Research Methods (3)

ENG 502 Introduction to Literary Theory (3)

In addition, students selecting a literature focus must select at least two courses in the study of literature which may include EDN 545: Black Literature and Resources for Teachers and other appropriate courses which develop multicultural awareness.

Students may utilize the remaining semester hours to extend one or more of the following areas of interest: linguistics, writing, or literature, and courses which enhance pedagogical development and disciplinary content knowledge.

**B. History**

21 semester hours are required including:

HST 500 Historiography (3)

In addition, one course each in United States, European, and Global history, and nine hours of graduate electives in liberal studies, history or other social studies disciplines required.

**C. Mathematics**

21 semester hours are required. In consultation with advisors, students select 21 hours including:

MAT 511-512 Real Analysis I, II (3-3)

MAT 541-542 Modern Algebra I, II (3-3)

**D. Science**

21 semester hours are required. In consultation with advisors, students will select 21 hours of graduate science coursework based upon previous academic preparation.

**E. Spanish**

SPN 500 Advanced Writing Techniques (3)

SPN 511 Topics in Spanish Civilization (3)

or

SPN 512 Topics in Spanish American Civilization (3)

SPN 521 Studies in Spanish Literature (3)

or

SPN 522 Studies in Spanish American Literature (3)

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Additional Spanish courses to be chosen from the following: (12 credit hours total)

SPN 501 Translation Techniques & Practices	(3)
SPN 505 Conversation & Composition	(3)
SPN 507 Topics in Spanish Phonetics and Phonology	(3)
SPN 508 Topics in Hispanic Linguistics	(3)
SPN 511 Topics in Spanish Civilization	(3)
SPN 512 Topics in Spanish American Civilization	(3)
SPN 521 Studies in Spanish Literature	(3)
SPN 522 Studies in Spanish American Literature	(3)
SPN 591 Directed Individual Studies	(1-3)
(limited to 3 credit hrs. and offered on a limited basis)	
SPN 595 Seminar in Hispanic Studies (May be repeated for up to 6 credit hrs.)	(1-6)

Students must choose at least one Spanish-related and one Spanish American-related course from SPN 511, 512, 521, and 522. A total of 3 credit hours may be accepted from SPN 591.

Competence in appropriate inquiry procedures will be developed through the required course, EDL 523: Research in Education, and other projects required in various courses. Culminating requirements include submission of a performance portfolio and an oral defense.

## MASTER OF SCIENCE IN INSTRUCTIONAL TECHNOLOGY

**Graduate Coordinator:** Dr. Mahnaz Moallem

### Admission Requirements

Application for admission is made by submitting application materials to the Graduate School at the University of North Carolina Wilmington. The following materials should be submitted to the Graduate School Admission Office:

1. Graduate School Application.
2. Official transcripts from all universities attended.
3. Three recommendations by individuals in relevant professional fields.
4. MAT or GRE scores.
5. International students: TOEFL score of 550 or higher.
6. Letter of application describing applicant's educational and professional experiences, his/her reasons for pursuing a master's degree in instructional technology, and the contributions that the applicant hopes to make after completing the degree.

A satisfactory score on the Miller Analogies Test or the verbal, quantitative and analytical portions of the Graduate Record Examination and an undergraduate grade point average of 3.0 are expected for admission. However, admissions decisions are based upon several factors, and where other factors of success warrant, individuals who fall below the established criterion in one of the areas may be considered for admission.

### Degree Requirements

The Master of Science degree program in instructional technology requires a minimum of 36 semester hours beyond the baccalaureate degree. The program will be comprised of: (1) a required set of core courses of 15 semester hours; (2) 15 semester hours of focus area courses; (3) a minimum of three semester hours of thesis or portfolio; and (4) three semester hours of internship.

The Master of Science degree in applied information technology is specifically designed to allow students, in consultation with their faculty advisors, to tailor a program of study specifically to their own personal or career needs. Each student's program of study will be carefully designed to meet appropriate educational objectives. The option of taking at least six semester hours of course work outside the instructional technology discipline is consistent with a multidisciplinary view of the field.

#### I. Core Courses (15 hours)

MIT 500 Instructional Systems Design: Theory and Research	(3)
MIT 510 Design and Development of Instructional Technology	(3)
MIT 511 Multimedia Design and Development	(3)
MIT 520 Managing Instructional Development	(3)
MIT 530 Evaluation and Change in the Instructional Development Process	(3)

#### II. Focus Courses (15 hours)

MIT 501 Motivation in Instructional Design	(3)
MIT 502 The Systemic Approach to Performance Improvement	(3)
MIT 503 Fundamentals of Computer Programming	(3)
MIT 512 Integrating Technology into Teaching and Learning	(3)
MIT 513 Computer-Based Instruction	(3)
MIT 514 Distance Education	(3)
MIT 515 Web Teaching: Design and Development	(3)
MIT 521 Diffusion and Implementation of Educational Innovations	(3)
MIT 522 Organization and Management of Instructional Technology Programs	(3)
MIT 531 Assessment of Learning Outcomes	(3)

#### III. Internship/Colloquium (3 hours)

MIT 540 Colloquium I	(1)
MIT 541 Colloquium II	(1)
MIT 542 Internship	(1)

#### IV. Thesis or Portfolio (3 hours)

MIT 599 Thesis	(3)
or	
MIT 598 Portfolio Development	(3)

## POST-BACCALAUREATE CERTIFICATE IN INSTRUCTIONAL TECHNOLOGY SPECIALIST

**Graduate Coordinator:** Dr. Mahnaz Moallem

The Post-Baccalaureate Certificate in Instructional Technology Specialist addresses the needs of K-12 teachers, as well as instructional technology specialists, community college faculty/staff, and individuals interested in advancing their career opportunities. The certificate program serves individuals who wish to expand their knowledge and skills in design, development, implementation and management of technology training and various instructional materials, web-based instruction, virtual learning communities, graphic production, multimedia production, and others. The program uses an online delivery system for the majority of courses. Some courses may require real-time virtual or face-to-face meetings to provide hands-on activities for production purposes or to offer site visitations.

### Admission Requirements

Applicants seeking admission to the Instructional Technology Specialist certificate program must hold a bachelor's degree from an accredited college or university in this country or its equivalent in a foreign institution based on a four-year program and have a strong overall academic record with a "B" average or better in the basic courses required in the proposed certificate program. Applicants are required to submit the following to the Graduate School Admissions Office:

1. Graduate School Application
2. Official transcripts of all college work (undergraduate and graduate)
3. A letter describing educational and professional experiences, reasons for pursuing the certificate, and the contributions that the student hopes to make after completing the program
4. International students: TOEFL: score of 550 or higher

Applicants who plan to study for Special Endorsement in Computer in Education must currently have (or be eligible for) a North Carolina teaching license. Students may transfer up to nine semester hours as a non-degree student at UNCW toward the M.S. in instructional technology program.

### Prerequisites

Students entering the certificate program must demonstrate basic technology skills. Students entering the program with very little or no computing experience will be required to take EDN 303, Instructional Technology, or pass the performance competencies test for EDN 303.

### Policies Governing Certificate Admission Criteria and Subsequent Admission to Graduate Degree Programs

The certificate admission criteria and policies governing the relation of certificates to graduate degree programs include the following:

1. Graduate students currently admitted and enrolled in a graduate degree program may simultaneously pursue the certificate program if approved by the graduate program coordinator and the certificate program coordinator. No other application is necessary.
2. Students who are currently enrolled in the Graduate School who wish to pursue the certificate program must apply for admission to the program before one-half of the required credits are completed.
3. No transfer credit from another institution will be counted toward the completion of the certificate program with the exception of courses offered as part of an agreement between the certificate program and collaborating institutions.
4. A certificate graduate student may enroll on either a part-time or a full-time basis. Certificate graduate students enrolled as non-degree students will not be eligible for graduate assistantships nor will they be eligible for financial aid through the Office of Financial Aid and Veteran Services.

### General Requirements for the Program

The certificate program requires completion of 18 credit hours of graduate level courses. Students must complete the following:

#### Core requirements:

MIT 500	Instructional Systems Design: Theory and Research	(3)
MIT 511	Multimedia Design and Development	(3)

#### Approved elective courses: Must complete 12 hours to be chosen from the following:

MIT 502	The Systematic Approach to Performance Improvement	(3)
MIT 512	Integration of Technology into Teaching and Learning	(3)
MIT 513	Computer-Based Instruction	(3)
MIT 514	Distance Education	(3)
MIT 515	Web Teaching: Design and Development	(3)

MIT 520	Managing Instructional Development	(3)
MIT 522	Organization and Management of Instructional Technology Programs	(3)
MIT 540	Colloquium I	(1)
MIT 541	Colloquium II	(1)
MIT 542	Internship	(1)

Applicants who plan to apply for Special Endorsement in Computers in Education must take the following courses that meet ISTE standards.

**Required courses:** Must complete the following 15 hours.

MIT 500	Instructional Systems Design: Theory and Research	(3)
MIT 511	Multimedia Design and Development	(3)
MIT 512	Integration of Technology into Teaching and Learning	(3)
MIT 522	Organization and Management of Instructional Technology Programs	(3)
MIT 540	Colloquium I	(1)
MIT 541	Colloquium II	(1)
MIT 542	Internship	(1)

**Must complete one of the following three hour courses:**

MIT 513	Computer-Based Instruction	(3)
MIT 514	Distance Education	(3)
MIT 515	Web Teaching: Design and Development	(3)

Note that credit for courses taken in the certificate program are part of the approved coursework of the Master of Science in Instructional Technology (MIT) program.

## MASTER OF SCHOOL ADMINISTRATION

**Graduate Coordinator:** Dr. Anita Brown

**Graduate Coordinator:** Ms. Brianne Reck

The Master of School Administration (M.S.A.) program is comprised of four thematic units addressing School Leader as Learner and Learned; School Leader as Conceptualizer, Synthesizer, and Inventor; School Leader as Decision Maker, Problem Solver, and Assessor; and School Leader as Planner, Operations Guide, Evaluator, and Communicator.

### Admission Requirements

~~Students will be admitted to the educational leadership program at the beginning of the fall semester each year.~~ All application materials should be submitted by ~~February 15~~ **March 1** in order to be considered for fall entry into the program.

Applicants are required to submit the following materials to the Graduate School:

1. An application for graduate admission.
2. Official transcripts of all college work (undergraduate and graduate)
3. Official scores on the verbal, quantitative, and analytical portions of the Graduate Record Exam or the Miller Analogies Test
4. Three recommendations by individuals in professionally relevant roles
5. A brief (2-3 page typed, double-spaced) letter of application which includes a description of goals and interests in pursuing graduate study
6. A brief (2-3 page typed, double-spaced) autobiographical statement which outlines the applicant's: (a) relevant professional experiences, (b) how these experiences relate to the desire to become a school administrator, (c) goals as an administrator, and (d) philosophy of education

The admissions process also will include an interview with a committee of Watson School of Education faculty and public school personnel. A satisfactory score on the Miller Analogies Test or the verbal, quantitative, and analytical portions of the Graduate Record Examination and an undergraduate grade point average of 3.0 are required for admission. In addition, applicants must hold, or be qualified to hold, North Carolina Class "A" teacher licensure and must have served successfully as a teacher for a minimum of three years at the elementary, middle grades, or secondary level. Final selection will be based upon consideration of test scores, academic record, writing samples, recommendations, and interview performances. Admissions decisions are based upon several factors, and where other indicators of success warrant, individuals who fall below the established criterion in one of the areas may still be considered for admission.

The school administration program of the University of North Carolina Wilmington is authorized by the Principal Fellows Commission to serve students selected to the North Carolina Principal Fellows Program. Open to United States citizens who are residents of North Carolina and meet rigorous academic and experiential requirements, the Principal Fellows program provides two-year scholarship loans in the amount of \$20,000 annually to students who enroll in and complete a full-time two-year master's program in school administration at one of the selected North Carolina institutions. The scholarship loans will be forgiven if the graduate serves as a fulltime school administrator in North Carolina for four years during the six years following program completion. Selection as a Principal Fellow and admission to the Graduate School of the University of North Carolina Wilmington are two separate procedures, but admission to an approved university program is a criterion for selection as a Fellow. For application materials for the Principal Fellows Program, call (919)962-4575 or write:

Principal Fellows Program  
The University of North Carolina General Administration  
P.O. Box 2688  
Chapel Hill, NC 27515-2688

### Degree Requirements

Students selected to the Master of School Administration program will complete an interdisciplinary program comprised of 42 semester hours, including academic study as well as field-based inquiry and practice. The program leading to the Master of School Administration (M.S.A.) provides advanced professional training for individuals holding, or qualified to hold, North Carolina Class "A" teacher licensure in at least one area of education. The program is comprised of conceptual and programmatic studies, practica and internship. Courses may be taken on a full or part-time basis. Full-time students are expected to assist with the instruction of EDNL 200: Field Studies. The program of study for fulltime enrollment is listed below.

Based upon the view of the professional as a decision-maker and reflective practitioner, the program addresses the needs for conceptual and procedural bases for decision-making and specific alternatives within the student's anticipated area of professional practice. The School Leaders Licensure Assessment examination is required for licensure.

#### Fall Semester, Year One

EDL 582 Organizational Theory and Comprehensive Leadership	(3)
EDL 514 Technology for School Administrators	(3)
EDL 523 Research in Education	(3)
EDL 513 Leadership for Learning	(3)



**Spring Semester, Year One**

EDL 568 Educational Program Design and Evaluation	(3)
EDL 515 Curriculum for School Leaders	(3)
EDL 512 Legal Issues and Policy as a Systemic Process	(3)
EDL 566 Supervision and Teacher Evaluation	(3)

**Fall Semester, Year Two**

EDL 526 Essential Management Skills for School Leaders	(3)
EDL 570 Internship: Leadership Applications I	(6)

**Spring Semester, Year Two**

EDL 571 Internship: Leadership Applications II	(6)
EDL 580 Fundamental Issues	(3)

All candidates must earn passing scores on the School Leaders Licensure Assessment examination to be eligible for licensure recommendation.

## MASTER OF ARTS IN TEACHING

### Secondary Education

**Graduate Coordinator:** Dr. Dennis Kubasko

#### Admission Requirements

Applicants seeking admission to the Master of Arts in Teaching (M.A.T.) program are required to submit the following to the Graduate School:

1. An application for graduate admission.
2. Official copies of transcripts of all college work (undergraduate and graduate). An undergraduate grade average of "B" or better is required.
3. Official scores on the Miller Analogies Test or Graduate Record Exam. Minimum scores at or above 50 percentile rank.
4. Three recommendations by individuals in relevant professional fields.
5. In addition to materials required as part of the Graduate School application process, candidates for the M.A.T. program also must submit a letter of interest that describes their commitment to the teaching profession, recent experience working with teenagers, and their philosophy of teaching and learning – see below for fuller description and explanation.
6. A passing score on a discipline-specific PRAXIS II exam as approved by the North Carolina Department of Public Instruction (NCDPI) in the applicant's desired concentration area - only the test on content knowledge is required, not the test on pedagogy. The PRAXIS II test numbers and passing scores are listed in the table below:

Discipline	Praxis II Test Number	Target Score
English	0041 English Content Knowledge	172
Mathematics	0061 Mathematics Content Knowledge	135
Science	0435 Gen Science Content Knowledge	152
Social Studies	0081 Social Studies Content Knowledge	156

To ensure that candidates for the M.A.T. degree are aware of all of the expectations for high school teachers, applicants must have recent experiences in secondary education or related settings. Appropriate experiences may include substitute teaching, lateral entry employment, or tutoring. For those candidates who lack related experiences, a minimum of three visits to an area high school must be arranged to assist a teacher of their content (Math, Science, English, Social Studies or Spanish) with at least three mini-lessons to the whole class. A short reflection on those experiences should be included in the letter of interest submitted as part of the application process. Access to schools is sometimes difficult with security clearances, so Watson School faculty encourage applicants to begin this process early in the semester they plan to apply for graduate admission. For questions about options for fulfilling this requirement, or for students who experience any difficulties in gaining access to a high school, please contact the M.A.T. Program Coordinator. Final selection for admission is based upon consideration of academic record, Miller Analogies or Graduate Record Exam scores, letter of application, recommendations and successful completion of the PRAXIS II. An interview with a committee of Watson School of Education faculty and public school personnel also may be required.

**APPLICATION DEADLINES:** Spring October 15  
Summer I February 15

Students who seek professional improvement or licensure renewal but do not intend to pursue a degree may register for undergraduate courses through procedures established for non-degree students. NOTE: Licensure requirements change and requirements must be adjusted to accommodate new mandated competencies and guidelines.

#### Degree Requirements

The program leading to the Master of Arts degree (M.A.T.) in secondary education provides professional preparation for (a) "licensure-only" students who already have a degree and wish to gain teacher licensure and (b) lateral-entry teachers. The 33-semester hour program is comprised of 27 semester hours in professional education competency areas and 6 hours in the content specialization. The M.A.T. in secondary education is offered in the following specialties: English, social studies, mathematics, and science. The MAT program is a full time, "one-year" program, based on a cohort model. The program is comprised of a core of professional studies with extensive time in the field for the integration of theory and practice.

#### I. Professional Core (12 Hours)

SEC 510 Diverse Learners and Special Needs

(3)

SEC 511	ESL Concepts for Secondary Teachers	(3)
SEC 520	Instructional Design, Technology, and Leadership	(3)
SEC 528	Secondary School Organization	(3)

**II. Pedagogical Expertise (6 Hours)**

SEC 500	Field Experience in Secondary Schools	(3)
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Select one of the following methods courses (3 semester hours):

SEC 503	Advanced Theory and Practice in Teaching Secondary English	(3)
SEC 504	Advanced Theory and Practice in Teaching Secondary Math	(3)
SEC 505	Advanced Theory and Practice in Teaching Secondary Social Studies	(3)
SEC 506	Advanced Theory and Practice in Teaching Secondary Science	(3)
SEC 507	Advanced Theory and Practice in Teaching Secondary Spanish	(3)

**III. Professional Development (9 Hours)**

SEC 509	Internship in Secondary Schools	(6)
SEC 521	Seminar on Teaching, Learning, and Leadership	(3)

**IV. Content Specialization (6 Hours):** Students take courses in the discipline appropriate to their licensure area and approved by their advisor: English, social studies, mathematics, or science.

## MASTER OF ARTS IN TEACHING

### Middle Grades Education

**Graduate Coordinator:** Dr. Kathleen Roney

#### Admissions Requirements

To ensure that prospective teachers applying to the M.A.T program offered by the Watson School of Education know the content they will be teaching, applicants seeking admission to the M.A.T program in middle grades education are required to submit the following to the Graduate School:

1. An application for graduate admission
2. Official copies of transcripts of college work (graduate and undergraduate)
3. Official scores on Miller Analogies Test or Graduate Record Exam
4. Three recommendations by individuals in relevant professional fields
5. In addition to materials required as part of the Graduate School application process, a letter of interest describing commitment to the teaching profession, prior experiences working with young adolescents, prior experiences in middle level schools, and philosophy of teaching and learning
6. A passing score on a discipline-specific PRAXIS II exam as approved by the North Carolina Department of Public Instruction (NCDPI) in the applicant's desired concentration area. The PRAXIS II test numbers and passing scores are listed in the table below:

Discipline	Praxis II Test Number	Passing Score
Language Arts	0049 Middle School Language Arts	145
Mathematics	0069 Middle School Mathematics	141
Science	0439 Middle School Science	134
Social Studies	0089 Middle School Social Studies	149

Candidates for the M.A.T program are strongly urged to have teaching experience documented before they apply in order to be knowledgeable about education in middle level schools and working with young adolescents. Such experience may include substitute teaching, part-time teaching, or volunteer work. A score of 400 on the Miller Analogies Test (or a 1000 combined score on the GRE Verbal and Quantitative sections) and an undergraduate grade average of "B" (GPA = 3.0) are minimum requirements for graduate admission. However, admissions decisions are based upon several factors, and where other indicators of success warrant, individuals who fall below the established criterion in one of the areas may be considered for admission.

A bachelor's degree must be completed before graduate study begins. The admissions process for this program may require an interview. Final selection will be based upon consideration of academic record, test scores, writing samples, recommendations, and possible interview performance.

**APPLICATION DEADLINES:** June 15<sup>th</sup> for fall admission, October 15<sup>th</sup> for spring, March 15<sup>th</sup> for summer.

**NOTE:** Licensure requirements change and requirements must be adjusted to accommodate new mandated competencies and guidelines.

#### Degree Requirements

The program leading to the Master of Arts degree (M.A.T.) in middle grades education seeks to prepare candidates for teaching young adolescents and addresses the North Carolina professional teaching standards, the masters/advanced competencies which include standards in instructional expertise, knowledge of learners, research expertise, connecting subject matter and learners, and professional development and leadership, as well as the North Carolina standards for middle school teachers. In addition, the program addresses the National Middle School Association's (NMSA) programmatic standards for initial teacher preparation. Finally, the program incorporates the conceptual framework which is common to all teacher education programs at UNCW: The Watson School of Education develops highly competent professionals to serve in educational leadership roles.

In order to better address candidates' needs the program is divided into two phases:

- I. **Phase I – Leads to the Standard Professional I license (22 hours).** This phase includes courses necessary to meet initial licensure standards. All courses with the LIC prefix in this phase offer parallel graduate sections for existing undergraduate courses. The graduate sections incorporate a level of critical analysis appropriate for an advanced degree. In order to accomplish this level of critical analysis, graduate students complete additional assignments that engage them in

research and critical thinking. They are also expected to take on leadership roles in the program. A semester long internship (6 hours) culminates phase I.

EDL 520	Instructional Development	(3)
LIC 552	Literacy Integration in the Middle Grades (6-9)	(3)
LIC 553	Advanced Thematic Unit Lab	(1)
LIC 518	Advanced Middle Grades Education	(3)
LIC 520	Advanced Diverse Learners	(3)

Select one of the following methods courses (3 semester hours):

LIC 523	Advanced Mathematics Methods, 6-9	(3)
LIC 535	Advanced Social Studies Methods, 6-9	(3)
LIC 538	Advanced Science Methods, 6-9	(3)
LIC 555	Advanced Language Arts Methods, 6-9	(3)
LIC 511	Middle Grades Practicum	(6)

- II. **Phase II – Leads to the Master of Arts in Teaching and (“M”) licensure (minimum 18 hours).** The courses in this phase focus on advanced professional understandings, content specialty areas, and adding a focus area. The three focus strands (Technology, English as a Second Language, and International) offer candidates the opportunity for additional professional development in a high need area. The strands reflect state, national and international trends in education, thereby further facilitating candidates assuming leadership roles.

EDL 523	Research in Education	(3)
EDN 577	Practicum	(3)

Additional 6 hours in content specialty area (approved by advisor) (6)

Select 6 hours in one of the following additional focus areas or another area as approved by the program.

**Technology** (select from the following courses or another approved course)

MIT 512	Computer Applications in Education	(3)
MIT 511	Multimedia Design and Development	(3)
MIT 531	Assessment of Learning Outcomes	(3)

**English as a Second Language**

EDN 516	Second Language Acquisition Research and Theory	(3)
EDN 517	Methods and Assessment for Second Language Learners	(3)

**International**

EDN 504	Seminar in International Education	(1-3)
EDN 574	Global Education	(3)
EDN 581	Comparative Education	(3)
EDN 592	International Education Field Experience	(1-6)

## **Ed.D. PROGRAM IN EDUCATIONAL LEADERSHIP AND ADMINISTRATION**

**Graduate Coordinator:** Dr. Tamara Walser

The Doctor of Education in Educational Leadership and Administration is designed to prepare students to become effective school system leaders who are skilled managers, curricular experts and research-based scholars. Each role includes theoretical and practical knowledge, application of skills, and appropriate professional dispositions.

The Ed. D. program consists of 60 credit hours of coursework including, six hours of internship, and six hours of dissertation research. Each candidate's program of study will be carefully designed to meet appropriate educational objectives.

### **Admission Requirements**

Students will be admitted to the Ed.D. Program in Educational Leadership and Administration by a recommendation of the Ed.D. Admissions Committee based upon eligibility requirements and available resources. Admissions decisions are based on several factors. Under most circumstances, students admitted to the program will have met the following requirements:

1. A Master's degree in school administration, supervision, curriculum, instruction, or related educational field from an accredited university (official transcripts from undergraduate and graduate school are required)
2. An overall graduate grade point average of at least 3.0 out of 4.0 in undergraduate and graduate coursework
3. Satisfactory scores on all three parts of the Graduate Record Examination General Test (GRE scores more than five years old at the time of application will not be considered)
4. Successful completion of an educational technology course or equivalent
5. A score of at least 550 on the paper version, 213 on the computer version, or 80 on the internet-based (TOEFL iBT) version of the Test of English as a Foreign Language (TOEFL) for applicants whose native language is not English
6. A minimum of three years of documented leadership experience
7. North Carolina Principal licensure for applicants pursuing the superintendent licensure track (students not currently holding this license must complete requirements prior to program completion)

### **Documents and Activities Required**

1. An application for graduate admission
2. Official transcripts of all college work (undergraduate and graduate)
3. Current vita/resume
4. Official scores on the Graduate Record Examination (verbal, quantitative, and analytical writing)
5. Three written recommendations addressing potential to succeed in a doctoral program by individuals in professionally relevant fields; greater weight will be given to recommendations from individuals who have supervised the applicant
6. Official score on the TOEFL (if applicable)
7. Letter of interest describing intent to attend full or part time, professional goals related to the program description, teaching and leadership experiences, philosophy of teaching and learning, and vision for educational leadership (maximum of three pages)
8. Interview with Watson School of Education faculty - to be scheduled in the spring for selected candidates

Candidates should consult the program web page at [www.uncw.edu/ed/el/edd](http://www.uncw.edu/ed/el/edd) for more information.

### **Degree Requirements**

Students in the Ed. D. in Educational Leadership and Administration will complete a minimum of 60 hours beyond the master's degree in the program strands listed below.

#### **Effective leaders as skilled managers (21 hours)**

EDL 601	Introduction to Doctoral Studies	(3)
EDL 602	Serving Urban and Rural Communities	(3)
EDL 604	Educational Policy, Governmental Regulation and School Law	(3)
EDL 606	Applying Emerging Technologies	(3)
EDL 607	Resources, Access, Development and Implementation	(3)
SED 603	Special Education for Educational Leaders	(3)
BUS 605	Performance Management, Organizational Change/Transformational Leadership and Strategic Human Resource Management	(3)

#### **Effective leaders as curricular experts (12 hours)**

EDL 621	Curriculum, Instruction and Assessment	(3)
EDL 622	Supervision and Teacher Evaluation	(3)
EDL 623	Educational Accountability	(3)

BUS 624	Strategic Planning and Budget Alignment, Capital Budgeting and Project Management	(3)
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**Research-based scholars (12 hours)**

EDL 641	Research I	(3)
EDL 642	Research II	(3)
EDL 643	Research III	(3)
EDL 644	Doctoral Research and Capstone Seminar	(3)

**Internship (6 hours)**

EDL 661	Internship I—School Internship	(2)
EDL 662	Internship II—International Internship	(2)
EDL 663	Internship III—Business Internship	(2)

**Electives (3 hours)**

EDL 691	Directed Independent Study	(1-3)
EDL 695	Special Topics	(1-6)

**Dissertation (6 hours)**

EDL 699	Dissertation (typically, two three credit sections taken in consecutive semesters)	(6)
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The program includes a comprehensive examination, a dissertation of original research prepared by the candidate, and an oral defense of the dissertation to a faculty committee.

**ADD-ON LICENSURE PROGRAMS**

**Graduate Coordinator, Academically and Intellectually Gifted Add-on Licensure:** Dr. Edward Caropreso

**Graduate Coordinator, Curriculum/Instruction Supervision Add-on Licensure:** Dr. Susan Catapano

**Graduate Coordinator, English as a Second Language Add-on Licensure:** Dr. Eleni Pappaminiel

**Graduate Coordinator, Reading Add-on Licensure:** Dr. Barbara Honchell

**Graduate Coordinators, School Administration Add-on Licensure:** Dr. Anita Brown/Dr. Jayson Richardson

Students who have earned master's degrees may add on licensure at the graduate level in the areas of Academically and Intellectually Gifted (AIG), Curriculum and Instruction Supervision, English as a Second Language (ESL), Reading, and School Administration. Candidates must meet with the Program Coordinator for the licensure area to have an individual Plan of Study developed for program completion. Up to six hours from a previous master's degree may be counted towards the add-on licensure. Candidates must apply and be accepted to the Graduate School as non-degree students to enroll in courses for add-on licensure unless they are completing the requirements as part of a degree program. In addition to completion of coursework and internships, Praxis II Specialty Area examinations are required for licensure recommendation except for the Academically and Intellectually Gifted add-on licensure.

## GRADUATE PROGRAMS IN EDUCATION

### Course Descriptions

**EDL 512. Legal Issues and Policy as a Systemic Process (3)** Provides opportunities for educational leaders to begin to understand school law and its relationship to educational policies in public schools. Activities required of students and methods of evaluation include three papers, a midterm exam, a final exam, and attendance at a Board of Education meeting.

**EDL 513. Leadership for Learning (3)** Designed to provide school leaders with the conceptual and analytic tools necessary to design and evaluate classroom instruction and school-wide instructional improvement efforts. Instructional units will examine principles of instructional design, assessment of teaching, and strategies of professional development. Activities will include lectures, seminar discussion and participation in case and field-based analysis.

**EDL 514. Technology for School Administrators (3)** Designed to provide a foundation in technology applications for school leaders. This course will develop knowledge, skills, and dispositions that are positive and effective indicators of the use of technology in a school setting. This course examines the National Educational Technology Standards for Administrators as outlined by the International Society for Technology in Education and the ISLLC Standards for School Administrators. This course develops and collects artifacts that are evidences of the NETSA standards.

**EDL 515. Curriculum for School Leaders (3)** Designed to provide knowledge and practical skills in the selection, evaluation, and implementation of effective curricula.

**EDL 520. Instructional Development (3)** Designed to provide students with the knowledge and skill required for designing and evaluating instructional plans, units, and educational programs. This course will include concern for such topics as types of learning, learning hierarchies, task analysis, educational goal and objective formulation, assessing learner entry skills, and evaluation. The course will include a variety of activities with a strong emphasis on group problem solving and individual projects. Students will undertake projects relevant to their in-school experience.

**EDL 523. Research in Education (3)** Designed to develop research competencies required for interpretation and critique of research reports and for design and conduct of research for educational decision-making. Contents will include measurement, problem identification and analysis, research design, selected statistical analysis procedures, data interpretation and reporting and research critique. Activities will include lecture, discussion, research critique, simulated and actual proposal development, simulated report development, and computer analysis of actual data.

**EDL 526. Essential Management Skills for School Leaders (3)** This course will provide both academic and field-based experiences to Master's in School Administration (MSA) students. Consistent with the Watson School of Education's conceptual framework this course will: 1) provide students with the opportunities to become informed decision makers and reflective practitioners, who adhere to ethical and professional standards, 2) provide students with preparation for careers in school administration, 3) help prepare students for North Carolina licensure examination, as well as knowledge, skills and dispositions that directly parallel the standards set by the Interstate School Leaders Consortium (ISLLC) and 4) provide students with a forum to discuss and analyze experiences from the administrative internship.

**EDL 530. Curriculum (3)** Develops a conceptual framework for understanding curriculum in relation to other aspects of educational systems. Students learn to evaluate curricula in terms of structural elements, underlying value orientations, and assumptions about subject matter and about learning. Introduction to issues of curriculum change, implementation, evaluation, development, and design.

**EDL 566. Supervision and Teacher Evaluation (3)** Designed to provide lessons, educational resources and materials, theory to application interactions and assignments, and products that will ensure students depart with the knowledge, skills, and dispositions to be an effective supervisor and evaluator. The course topics will include the historical perspectives of these responsibilities, models of supervision and evaluation, theories and practices for classroom supervision and teacher evaluation, key tools and skills for classroom observation and teacher conferencing, differentiated approaches to supervision and evaluation, and components critical for a comprehensive and complementary system.

**EDL 567. Learning-Centered Supervision (3)** Develops an understanding of adult developmental theories and supervision models in relation to application for development of teachers at beginning of their careers. Topics include clinical supervision, research on novice teachers, conditions and strategies that support growth, and specific differentiated supervisory strategies. Students will develop materials and collect resources to support a model of curricular/instructional reform.

**EDL 568. Program Design and Evaluation (3)** Intended to familiarize students with a variety of approaches for planning and conducting evaluation and to provide practical guidelines for general evaluation. Within this framework, more specific goals are to develop awareness of and sensitivity to critical concepts and issues in educational evaluation, to develop a clear perspective about the role of evaluation in education, and to develop ability to conduct useful, feasible, and technically sound evaluation studies.

**EDL 570-571. Internship: Leadership Applications I, II (6) (6)** Corequisite: EDL 526 with EDL 570. Designed to provide opportunities to experiment in "real world" settings with ideas presented in other courses throughout the leadership program. Observation and analysis of management practices and application experiences under guidance of professionals. Students will generate responses to real problems in each of the six skill areas addressed in EDL 526, Essential Management Skills for School Leaders.

**EDL 574. Practicum on Curriculum Models and Instructional Strategies (3)** Prerequisite: EDL 530. Students will use the research, process of curriculum development, models of curriculum, alignment of curriculum, and instructional strategies studied in EDL 530 to develop and implement an action research project on curriculum and instruction in a PreK-12<sup>th</sup> grade classroom or school.

**EDL 578. Practicum in Developmental Instructional Supervision (3)** Prerequisite: EDL 567. Practicum experience designed to extend students' understanding and application of theory, concepts, and techniques of learning centered supervision. Students will be engaged in a variety of supervision activities while mentoring a colleague, beginning teacher, or student intern in an educational setting. Includes self-analysis of own supervisory practices and the development and implementation of a plan for professional development.

**EDL 580. Fundamental Issues (3)** This course is directly tied to the Master of School Administration thematic standards: (a) School Leader as Learner; (b) School Leader as Conceptualizer, Synthesizer, and Inventor; (c) School Leader as Planner,



Operations Guide, Evaluator, and Communicator; (d) School Leader as Decision Maker, Problem-Solver and Assessor. This alignment aims to develop the capacities and habits of critical, systematic thought and analysis within a leader.

**EDL 581. Comparative Studies in International Leadership (3)** This course is designed to provide school leaders interested in curriculum, instruction, and supervision an international perspective through conceptual and analytic tools necessary to challenge, inform, and lead classroom and school-wide improvement efforts. The course will examine principle issues of curriculum, instruction, and supervision comparatively with one other country being the point of comparison. Activities will include participation in discussions, readings, academic writing, and field-based analysis

**EDL 582. Organizational Theory and Comprehensive Leadership (3)** The course focuses on visioning and planning effective educational change and reform efforts among diverse stakeholder groups. The study of bureaucratic and professional leadership orientations in educational institutions will provide students with an array of techniques for identifying, determining, and promoting high quality instructional and support services for all students.

**EDL 583. Global Perspectives on Curriculum and Supervision (3)** This 3-credit course focuses on gaining an appreciation and embracing global forces in education as a way of building educators' capacity to prepare B-12 students for life in the collaborative, global, innovation age. This course is required for CIS graduate students and is by permission of the instructor.

**EDL 599. Thesis in Education (1-6)** Prerequisites: EDL 523, at least 18 additional hours toward completion of the master's 99 degree, and permission of instructor required. Intensive study of topic selected by student and approval by thesis committee. Includes definition of problem, review of related literature, application of appropriate methodology, and interpretation of results and conclusions. Oral presentation and defense of thesis required.

**EDN 500. Human Development and Learning (3)** Designed to provide foundations for decision-making in teaching and education, this course will focus on patterns of physical and social development and on types of learning. Activities will include analysis, discussion, and application.

**EDN 502. Schools and Society (3)** Designed to develop competency in the analysis of social effects upon behavior within the school, this course will include an examination of role, value, power, and control systems within schools and how these systems relate to the changing functions of the family and work place. This information will be related to current issues in the educational system, such as compulsory attendance, level of control, and multiculturalism.

**EDN 504. Seminar in International Education (1-3)** Will focus on country specific culture and cross-cultural experiences in education. The major emphasis of this course will be on the presentation of educational practices unique to a particular country or region.

**EDN 506. Advanced Methods of Secondary Instruction (3)** Examination of students' understanding as a primary outcome of teaching with development of the teacher as a researcher. Emphasis on reflective practice and application of theory in planning, curriculum development, instructional strategies, selection of appropriate instructional materials, and appropriate use of technology.

**EDN 507. ESL Topics for Non-ESL Teachers (3)** This course will introduce K-12 educators to the field of English as a second language, including issues of cross-cultural communication, ESL methodology, assessment and curricular adaptation. In this course, students will be required to analyze research related to English language learners and critically reflect on data presented. A 10-hour field experience is required.

**EDN 509. Education in a Multicultural Context (3)** Examines the factors affecting the achievement of equal educational opportunities for all students, including those of race, ethnicity, class and gender. Emphasizes awareness and understanding of culturally diverse students, and develops skills to enhance their educational environments.

**EDN 511. ESL Issues: Culture, Policy and Advocacy (3)** Students will be introduced to the field of English as a second language. Students will research the cultural, social, legal, and political contexts of working with English language learners from both historical and critical perspectives. Students will use a social justice framework to investigate and compare how ELLs interact in academic environments. Requirements include a 10 hour participatory observation experience where students will investigate how ELLs and their families relate to the schools and communities in which they live.

**EDN 516. Second Language Acquisition Research and Theory (3)** Students investigate and research important aspects of first and second language acquisition. Topics include how first language acquisition can impact second language acquisition, current research in both fields, the progression of theoretical developments in the field of Second Language Acquisition and how these developments compare to those in the field of educational psychology.

**EDN 517. Methods and Assessment for Second Language Learners (3)** Students will critically examine the instructional cycle used with English as a second language students. Topics include the design, implementation and assessment of the instructional cycle. A variety of assessment types will be examined and the validity, reliability and instructional impact of each assessed. The course includes a 20 hour field experience component.

**EDN 518. Second Language Literacy (3)** Students will research and investigate concepts and theories connected to reading and writing in a second language. They will learn how to assess the reading and writing skills of English language learners and how to design and implement literacy plans to improve academic outcomes for this population. The course includes a 20 hour field experience component.

**EDN 519. Pedagogical Grammar for Teachers (3)** Students will investigate concepts and theories connected to the structure and components of the English language. Students will learn how to analyze the grammar of the English language in order to design, implement and assess instruction.

**EDN 521. Leadership in Educational Institutions (3)** Designed to develop knowledge and skill in (a) the identification and analysis of decision situations, alternatives, procedures for choice and design, and analysis of educational information systems; (b) planning techniques (including Quality Organization, results-management, strategic planning, systematic network planning, and objectives); and (c) principles of group process, motivation and interpersonal relations, the effects of leadership forms in mobilizing student, staff and community support for educational programs, and strategies for developing effective public relations programs. Activities will include lecture, discussion, case and situation analysis of school systems.

**EDN 522. Educational Media (3)** Designed to provide students with the theory and practical skills necessary for selecting, producing, and evaluating instructional materials. Students will learn to produce and use a variety of audio–visual materials including graphics, transparencies, slides, and video–tapes. Instruction in operating and troubleshooting equipment also will be treated. The primary goal of this course is to develop confidence and competency in the media area. This course will include lectures and a workshop format. During the course students will produce media materials for an instructional unit.

**EDN 525. Tests, Measures, and Measurement in Education (3)** Prerequisite: EDN 301, EDN 520, or approval of instructor. Designed to develop a conceptual framework for obtaining and interpreting data about behavioral and psychological traits of persons that may be needed for a variety of purposes. Particular attention will be given to developing understanding of validity of measures for the intended purposes and for assessing the trait that is intended to be measured. Students will learn to make judgments of validity of testing systems and to develop valid tests and testing systems. Mathematical and statistical tools will be studied for analyzing items, tests, and scores and students will practice their use. Students will learn to use computers for test development, and test administration, and to analyze records of performance on tests.

**EDN 527. Research in Science Teaching and Learning (3)** An introduction to the theoretical, methodological, and empirical foundations of research in science teaching and learning, emphasizing literacy in qualitative and quantitative investigation. Consideration is given to experimental, naturalistic, descriptive, interpretive, and case studies.

**EDN 531. Study of Teaching in Early Childhood Education (3)** Designed to improve teaching performance and to develop competencies in the critical analyses of teaching in the early grades, this course will include an in–depth study of teaching in the early grades by observation and participation using different interaction analysis formats for studying and analyzing teaching.

**EDN 532. Comparative Studies in Early Childhood Education (3)** Designed to provide information for comparing and contrasting preschools from an international perspective, this course will include an in–depth cross–cultural survey of early childhood education in selected countries. The history of philosophical thoughts, the political and socio–economic changes and research efforts from these selected countries of interest to American early childhood educators will be studied and discussed.

**EDN 533. Early Childhood Education in Focus (3)** Designed to develop the ability to look to current trends and issues in early childhood education. Objectively, this course will include critical analysis of present exemplary programs, practices, resources, and legislation related to early childhood education. The student will be involved in identifying unresolved issues in early childhood education and writing position papers about these issues.

**EDN 536. Teaching Reading in the Content Area (3)** Designed for the middle grades teacher of mathematics, science, social studies, and English, this course will identify those skills of reading needed in all content areas as well as those specific to each content area. Emphasis will be placed on the study of strategies useful in teaching reading in the content area classroom. Besides the study of appropriate commercial materials, students will be required to develop their own materials useful for teaching reading in a particular content area.

**EDN 537. Linguistics for Teachers (3)** A study of current American English and of the principles of analysis of spoken and written language; emphasis on understanding that nature and structure of the language that students bring into the classroom. Includes exploration of language related educational issues such as bilingualism, dialects, and disorders.

**EDN 538. The Teaching of Writing and Other Forms of Representation (3)** Review of theories of composition, writing processes, and principles of grammar, rhetoric, and usage. Attention to methods of instruction and to the range, usefulness, and availability of materials including technology. Includes projects that require generating and evaluating samples from school-age writers in grades K-12.

**EDN 540. Adolescent Literature (3)** A comprehensive study of literature appropriate for the middle grades, its value in the school curriculum and its importance in fulfilling intellectual, emotional, and cultural needs of young people. Evaluation and bibliography are emphasized; classroom techniques and the use of related materials are covered. Projects related to instructional preparation and student activities are required.

**EDN 541. Role of Literature in Learning and the Curriculum (3)** An exploration of the great wealth of trade books available for today's students from kindergarten through high school. Examines the importance of literature in learning and in life. Studies issues and trends such as cultural diversity, censorship, and response theories which will help guide students toward comprehensive, creative, and insightful utilization of literacy materials.

**EDN 542. The Teaching of Mathematics (3)** Focus on materials and methods for teaching mathematics in grades K-9, with emphases on the logical, psychological, and sociological foundations of mathematics education. A survey of curricula appropriate at the K-9 level. Library research in current topics related to the teaching of mathematics.

**EDN 543. The Teaching of Social Studies (3)** Special emphasis is given to the various techniques and methods to be used in the teaching of social studies. Teaching strategies including simulation, inquiry and value clarification will be explored through research, observation, demonstration and, when applicable, field trips. Each student will prepare a major unit of study which will require both individual and group participation.

**EDN 544. The Teaching of Science (3)** To assure that science is taught from a theoretical and conceptual base, content will include studying theories and concepts related to science taught at various grade levels. Activities will include development of successful methods of teaching through the use of individual and group projects. Opportunities will be provided to field test methods proposed. Materials needed for a successful science program and sources from which these materials may be secured will be discussed.

**EDN 545. Black Literature and Resources for Teachers (3)** A survey of black literature, including the examination of materials published for classroom use in the public schools and the authors who have made contributions to this field.

**EDN 546. Assessment in School Mathematics (3)** A survey and application of contemporary methods of assessing school mathematics (K-8). Techniques of assessment and interpreting assessment results will be considered. A case study will be required.

**EDN 547. Integrating Language Arts and Reading: Classroom Practice (3)** Designed to develop student ability to conceptualize and implement a classroom communication arts program. Analyzes patterns of learning and practices in teaching language arts processes and skills. Examines strategies for fostering language arts growth through integrated language activities. Field activity required.

**EDN 548. Inquiry — The Method of Science (3)** The course assumes initial-level competency in the curriculum and methods of science. The course will focus on the conceptualization of and rationale for using the inquiry method of teaching science. Students will participate in activities taken from a variety of science curriculum programs for elementary through senior high school. The course also will provide students with an opportunity to acquire and practice the skills needed to utilize the inquiry method and to guide scientific investigations at K-12 levels. Methodology and types of activities appropriate to the student's level of teaching will be selected.

**EDN 549. Middle School Education (3)** Study of educational programs for upper elementary education (junior high, middle school, intermediate school). Review of learning, physical, and social characteristics of "transescents" and historical and current approaches to their education. Comparison and contrast of curriculum, instruction, administrative and organizational features of exemplary and typical intermediate, middle and junior high schools.

**EDN 550. Nature and Needs of Children With Exceptionalities (3)** Designed to provide a comprehensive survey of the major categories of children with exceptionalities. Emphasis will be on characteristics, etiology, educational procedures, and psycho-social implications. Activities will include lecture, discussion, and practical applications of concepts and strategies. Designed for majors in general education programs.

**EDN 551. Exploring Your Own Literacy and Literacy Education (3)** Surveys the field of literacy to include a history of the field, significant scholars and their impact, and important issues and trends. Participants will discover their own literacy through writing and reading experiences of their choice. Program expectations will be introduced.

**EDN 552. Introduction to Gifted Education (3)** Study of gifted education including historical and current views in the field. Emphasis on characteristics of gifted learners and issues of development, identification, diversity, and impact of parents and community. Course to include readings, lecture, discussion, presentations, and school-based assignments.

**EDN 553. Social and Emotional Development and Guidance of Gifted Learners (3)** Examines theories of motivation, and social and emotional development of gifted learners. Students will develop awareness and understanding of social-emotional issues of gifted learners and implications for developing classroom, school, district, family, and community support systems. Course includes lecture, discussion, and student classroom observation assignments.

**EDN 554. Curriculum, Methods, and Materials for Gifted Education (3)** Prerequisites: EDN 552 and EDN 553. Examines curriculum, instructional methods, and materials to use in support of gifted learners. Focuses on models of curriculum and instructional methods, including assessment, diversifying/modifying strategies, and resources for gifted education. A clinical field experience is required.

**EDN 555. Program Design, Implementation, and Evaluation in Gifted Education (3)** Prerequisites: EDN 552, EDN 553, EDN 554 or permission of instructor. Designed to develop knowledge and skills in program planning for gifted education. Topics include standards and principles of program development, exemplary program models and program features, materials and resources, advocacy, program evaluation, professional development, and legislation and policies influencing design and supervision of gifted education programs. Issues in Gifted Education will be revisited. Field-based activities will be required.

**EDN 556–557. Clinical Teaching in Reading Recovery (3–3)** Prerequisite: Permission of the instructor. Develops skills in observing, recording, and analyzing children's reading and writing behaviors and in implementing effective methods for teaching literacy to young children at risk of reading failure. Generates understanding of theories of reading and writing processes and of reading acquisition from an emergent literacy perspective.

**EDN 558. Foundations of Language and Literacy (3)** Prerequisite: EDN 551 or permission of instructor. Corequisite: EDN 569. Explores the development of language and literacy in relation to cognitive development. Develops conceptualization of reading and writing as psycholinguistic and strategic processes. Explores implications of theories of language and literacy development for decision-making affecting teaching practices and school learning.

**EDN 559. Adult Literacy (3)** Examines the definition of illiteracy and the problem of adult literacy. Reviews approaches to dealing with the problem from philosophical, pedagogical, and sociological bases. Reviews the many movements to overcome the problem in the United States and abroad. Provides students with ideas, methods, and materials for teaching adults to read.

**EDN 560. Personnel Administration (3)** Prerequisites: EDN 502, 510, 511, 521, or approval of department. Designed to develop knowledge, skills, and abilities in specification and analysis of roles and role performance, and in selection, supervision, and utilization of personnel resources. The contents will include educational roles, criteria for role performance, personnel selection criteria and procedures, personnel policies and practices, and labor relations. Activities will include lecture, discussion, analysis and design of simulated and actual personnel procedures and a variety of simulated personnel related tasks.

**EDN 562. Introduction to Administrative Applications of Technology (2)** Designed to provide an introduction to basic technologies associated with word processing, spreadsheets, data-base usage, network communications, and models for decision-making, problem-solving, and project planning. Students will develop basic competency in the operation of computer based applications of technology to address typical problems and needs facing school administrators.

**EDN 563. Educational Environments (3)** Designed to develop knowledge skills, and abilities in the analysis, design and change of physical and social environments in education with emphasis on providing a welcoming environment for all students. Activities will include lecture, discussion, library research, case studies, and a variety of group and individual projects.

**EDN 564. Policy Formulation as a Systemic Process (3)** Designed to develop student's ability to engage in effective school level policy formulation. Emphasizes analysis of institutional level explanations of school policy environments; national, state, and district influences on school level policy formulation; and the dynamic realities of strategic policy decision-making in a community of diverse and competing interests. Emphasis on the role of school leaders in formulating policy which supports stated goals, objectives school visions, and school roles. Study and analysis of the types and nature of policy and implementation decisions associated with policy issues in an actual school setting.

**EDN 565. Applied Research Practicum in Secondary Schools (3)** Prerequisite: EDN 523. Designed to develop curriculum, instructional, and research skills in the content areas, the course will address methods, applications, and research within specific content areas. Students will demonstrate planning and presentation skills in a supervised practicum and complete a research project and report.

**EDN 569. Seminar in Language and Literacy Foundations (1)** Corequisite: EDN 558. Designed to explore language at all educational levels, synthesize, and apply ideas to language and literacy development and diversity.

**EDN 572. Practicum in Reading (3)** Prerequisite: EDN 588. Application of understandings of literacy processes and literacy acquisitions to the level of the classroom. Student designs and implements a classroom program based upon a defensible philosophical perspective.

**EDN 573. The Disabled Reader (3)** Prerequisites: EDN 588, 589. Designed to develop competence and performance in testing teaching, and designing reading/learning programs for the severely disabled reader. Appropriate referral services will be identified. Consultation skills will be developed. Supervised practicum required.

**EDN 574. Global Education Issues (3)** Will provide a critical examination of global education events and issues using the lens of the theory of global citizenship.

**EDN 575–576. Seminar and Practicum in Early Literacy Intervention (3–3)** Prerequisite: Permission of the instructor. Co-requisites: EDN 556–557. Explores theories of professional development, supervision, and systematic changes and issues affecting early literacy, program development, and teacher learning. Develops skills for implementing, evaluating, and improving literacy intervention programs, including Reading Recovery™, and skills in facilitating conceptual change and improving teaching performance. Seminar and practicum experiences extend over two semesters.

**EDN 577. Practicum in Middle Grades Education (3)** Prerequisite: Six hours of graduate study in the academic content. Designed to provide a supervised internship in a middle grades setting. Focus on integration of graduate level academic content in area of certification with instructional strategies. Should be taken concurrently with an appropriate methods course.

**EDN 579. Instructional Leadership in Secondary Schools (3)** Facilitates the development of instructional leadership skills and professional documentation of scholarly teaching by providing expectations and assignments promoting development of leadership skills and preparation and defense of professional documentation and portfolio products.

**EDN 581. Comparative International Education (3)** Will examine and compare major differences in the approach to education in the K-12 setting in selected countries/regions. Differences in theoretical approaches as well as application of pedagogies will be studied.

**EDN 584. Development of Language and Literacy (3)** Prerequisites: EDN 558 and EDN 569 or permission of instructor. Corequisite: EDN 585. Course participants will identify literacy beliefs, learn related literacy practices and examine their use in classrooms, review curriculum, and develop a perspective on literacy learning. Students will be engaged in reading and writing workshop events and will be expected to design and implement an action research plan and develop items for the literacy portfolio.

**EDN 585. Seminar in Development of Language and Literacy (1)** Corequisite: EDN 584. Designed to support synthesis of theoretical knowledge of literacy education and provide opportunity to design practical responses for classroom applications. Students will implement the action research plan as formulated in EDN 584, Development of Language and Literacy.

**EDN 586. Program Practices and Procedures in Language and Literacy (3)** Prerequisite: EDN 584 or permission of instructor. Corequisite EDN 587. Examines contrasting literacy beliefs and the accompanying literacy programs, practices, and procedures for the purpose of informing personal beliefs and practices. Students will analyze a classroom, school or school system change project.

**EDN 587. Seminar in Programs, Practices and Procedures in Language and Literacy (1)** Corequisite: EDN 586. Synthesis of theoretical and practical knowledge of literacy programs, practices and procedures in systems of change and school reform. Students will design and be involved in a classroom, school or school system change project and reflect on professional and personal learning from that involvement.

**EDN 588. Assessment in Language and Literacy (3)** Prerequisite: EDN 586 or permission of instructor. Focuses on development of a conceptual framework for obtaining and interpreting data about students' language and literacy performance. Basic concepts of assessment and measurement and current practices will be covered.

**EDN 589. Tutoring for Literacy Development (3)** Prerequisite: EDN 588. Application of assessment theories and practices within a tutoring experience for a school-age learner. Students will assess and tutor in a supervised context and will generate a literacy portfolio.

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**EDN 590. Practicum in Elementary Education (3)** Prerequisite: At least 18 hours of graduate coursework. Designed to provide a supervised internship in a school setting. Focus on execution and evaluation of a project involving application of theory and pedagogical principles and practices studied in the graduate program.

**EDN 591. Independent Study (3)** Prerequisites: 15 semester hours of graduate credit and permission of instructor. Intensive study of topic in the student's area of specialization.

**EDN 592. (455) International Field Experience in Education (1-6)** Consent of Instructor. Will provide experiences in a selected educational setting as part of a study abroad program.

**EDN 593. Contemporary Perspectives in Education (1)** Independent investigation of a contemporary controversial educational issue. Students will research a topic, take a professional stance, and defend their position in a formal presentation to faculty and students. Must be taken during the semester in which the comprehensive exam is scheduled.

**EDN 594. Seminar in Education (1-4)** Designed to assist the elementary reading or special education graduate student in identifying and synthesizing ideas within and across courses and formulating reasoned responses to contemporary educational questions.

**EDN 595. Special Topics in Education (1-4)** Seminars of varying duration and credit may be arranged for the study of special topics relevant to student needs not served by established graduate courses. Seminars of this nature may be offered only upon approval of the dean of the Graduate School. A maximum of six semester credit hours may be counted toward degree requirements.

**EDN 596. (468) International Practicum in Education (6)** Consent of Instructor. A full-time practicum experience within the area of specialization. Students will engage in a variety of supervised instructional activities, assuming an increasing amount of responsibility for instruction.

**EDN 598. Research Project (3)** Prerequisite: EDN 527 or permission of instructor. Design, conduct, evaluate and report results of a research project selected by the student and approved by the advisor.

### **Ed.D. in Educational Leadership Course Descriptions**

**EDL 601. Introduction to Doctoral Studies (3)** This course is designed as an introduction for school leaders to the doctoral program. Major themes of the course include an overview of the importance of logic, reasoning, reading, and writing; practicing data analysis and data-driven decision making; modeling and critiquing effective leadership dispositions; developing good research questions; studying the potential of emerging technologies, analyzing the future of the southeastern region of North Carolina; reviewing the 12 steps of the doctoral process and grasping the multiple roles/duties/responsibilities/realities of system-wide school leaders.

**EDL 602. Serving Urban and Rural Communities (3)** This course is designed to prepare educational leaders to successfully work in both urban and rural environments and to prepare for and reflect upon school-based and international internships.

**EDL 604. Educational Policy, Governmental Regulation and School Law (3)** This course is designed to be an advanced level class on educational politics, policies, and law. It builds upon coursework taken at the Masters level. The course will develop the ability of future school leaders to analyze and assess laws and policies as they impact on school systems at the micro and macro levels. It will also provide candidates with frameworks with which to analyze and assess the political influences on educational systems.

**EDL 606. Applying Emerging Technologies (3)** Develop a system-wide vision for educational technology; practice advanced skills in data management; employ features in software to support dissertation development; study the implications of online learning; explore the potential of technological trends for public education; and use ubiquitous handheld devices to improve communication and productivity.

**EDL 607. Resource Access, Development and Implementation (3)** Provide sources, strategies, and management of unit internal and external funds. Assist in the development of grant proposals, donor prospects, business partnerships, and the personnel and financial management of both internal and external funding budgets through private, state, and federal compliance regulations.

**EDL 621. Curriculum, Instruction and Assessment (3)** Designed to build upon candidates' prior experiences as teachers and curriculum designers/evaluators. The course will develop school leaders' skills in analyzing system-wide curricular efforts;

evaluating curriculum, instruction and assessment models and approaches from a system-wide perspective and under the scrutiny of state and national accountability.

**EDL 622. Supervision Theories and Applications (3)** Provide advanced level study about educational supervision models, structures, and practices within school buildings and in the larger school system context. The course will develop school leaders' knowledge, skills, and dispositions necessary in designing, implementing, and sustaining a standards-based and effective systemic model for personnel evaluation and supervision. The creation of cohesive and coherent networks and practices will be emphasized in the context of educational reform and the stimulation of professional development across educational roles and the career cycle.

**EDL 623. Accountability (3)** This course is designed for school leaders to identify, analyze and explore educational accountability issues at the classroom, district, state, national and international levels relative to the mandate that all young people will meet high learning standards and to successfully compete in our global society.

**EDL 641. Research I (3)** This course is designed to provide an overview of research methods for educational leaders. Major themes of the course include theoretical and practical knowledge in statistics, scientifically-based assessments, and an introduction to qualitative research. The course will develop educational leaders' skills in data-driven decision making, critiquing studies, and using technologies to support valid and reliable research practices.

**EDL 642. Research II (3)** This course is designed to study and apply quantitative and qualitative research methodologies. The course will develop school leaders' skills in developing research designs, conducting quantitative and qualitative investigations, and analyzing, interpreting, and reporting research results.

**EDL 643. Research III (3)** This course is designed to serve as an advanced research practicum. The course will focus on advanced research skills linked to the candidate's proposed dissertation study.

**EDL 644. Doctoral Research and Capstone Seminar (3)** This course is designed as a culminating seminar for candidates nearing the data analysis phase of their dissertations. In addition to collaborative support for the dissertation process, the seminar will include preparing for the defense, submitting conference presentation proposals, writing for publication, developing a curriculum vitae and job searching.

**EDL 661. Internship I-Issues Affecting Diverse Rural and Urban Educational Communities (2)** This course is a focused internship for candidates who are placed in a school district (either urban or rural, pending prior experience) or other educational setting to intensively study educational innovation, leadership styles and data-driven decision-making.

**EDL 662. Internship II-Issues Affecting International Communities (2)** The internship is designed to provide first-hand international experiences in observing and analyzing diverse cultures and philosophies and how they impact educational decisions in international educational settings.

**EDL 663. Business Internship (2)** The internship is designed to provide first-hand experience in applying best business practices to the educational domain, including: 1) effective managerial and leadership principles, 2) strategic human resource management, and 3) innovative training and employee/customer education models.

**EDL 691. Directed Independent Study (1-3)** Pre-requisites: Admission to the Ed.D. program. Permission of Instructor. Involves intensive study of a topic in the student's research area.

**EDL 695. Special Topics in Educational Leadership (1-3)** Pre-requisites: Admission to the Ed.D. program. Permission of Program Coordinator. Seminars of varying duration and credit may be arranged for the study of special topics relevant to student needs not served by established graduate courses. A maximum of six semester hours may be counted toward degree requirements.

**EDL 698. Research (1-6)** Pre-requisites: Admission to the Ed.D. program. Permission of Instructor. Credit hours taken by students in pursuing their dissertation research. May be taken more than once for credit.

**EDL 699. Dissertation in Education (3-6)** Pre-requisites: Approved dissertation proposal. Permission of Dissertation Chair. Credit hours taken by students to assist them in analyzing their research data and writing their dissertation. Students should take either two consecutive three hour blocks or one six hour block for a total of 6 hours of dissertation credit.

**SED 603. Special Education for Educational Leaders (3)** Study of special education legal mandates and their implications, administrative issues related to special education, students with exceptionalities, and current issues and trends. Includes examination of parental involvement, assessment, program development, services and personnel, discipline, diversity, collaboration, and student characteristics and related implications. Field experiences required.

**BUSINESS COURSES OFFERED BY THE CAMERON SCHOOL OF BUSINESS FOR Ed.D. STUDENTS**

**BUS 605. Performance Management, Organizational Change/Transformational Leadership and Strategic Human Resource Management (3)** This course is designed to prepare educational leaders to understand the need to evaluate organizational performances; recognize the need for organizational change and the skills necessary to manage change; review models for decision making including development of strategic plans; and understand the critical role of human resource management in maximizing organizational objectives.

**BUS 624. Budget, Finance, Accounting, Project Management (3)** This course is designed to prepare educational leaders to: 1) Develop strategic plans consistent with the needs of their region and relevant stakeholders, 2) develop short-term and long term budgets in alignment with their strategic plans, 3) understand financial reports in order to monitor the performance of their organization and progress towards goals, and 4) review project management tools and other methods designed to manage large and small projects.

**M.S. in Instructional Technology  
Course Descriptions**

**MIT 500. Instructional Systems Design: Theory and Research (3)** Designed to provide an analysis of theoretical foundations of instructional design and their application in design practice. The course will examine multidisciplinary and multicultural influences upon instructional theory and development. A broad range of current design research and theory, and future directions in design theory and practice will be explored.

**MIT 501. Motivation in Instructional Design (3)** Designed to provide a review and analysis of motivational theories in relation to instructional design strategies. The primary emphasis will be on the motivation to learn and techniques for stimulating and sustaining learner motivation.

**MIT 502. The Systematic Approach to Performance Improvement (3)** Provides an introduction to theories and techniques for solving training and nontraining problems in business, industry, and other performance-oriented organizations. Activities include needs assessment, analysis, solution selection, and job and task analysis.

**MIT 503. The Fundamentals of Computer Programming (3)** Study of computer programming and problem-solving as applied to real world educational problems with solutions designed and implemented in various programming and scripting languages. Topics include data types, logic, flowcharting, sequence, selection, repetition, functions, arrays, file i/o, design, testing, and debugging. Prior programming experience is neither assumed nor required.

**MIT 510. Design and Development of Instructional Technology (3)** Prerequisite: MIT 500 or approval of department. Emphasizes skills and understanding necessary to create effective, efficient, and appealing instruction in any content area and with any medium, including live instruction. Addresses both "process" and "product." Process is concerned with activities and media required to create and deliver the instruction. Product is concerned with what the instruction should accomplish. Students will engage in leading a team that designs, produces, implements and evaluates an instructional system developed for a field site. Team leaders will ensure the quality and integrity of the design and report.

**MIT 511. Multimedia Design and Development (3)** The course focuses on cognitive learning theory, perception, motivation, color principles, communication, usability, multimedia learning principles and instructional design applicable to designing multimedia instructional products. Students will learn to design, develop, and evaluate multimedia applications. Each student will demonstrate basic proficiency across a wide spectrum of multimedia for print design, job aid design, graphic design and screen design.

**MIT 512. Integrating Technology into Teaching and Learning (3)** Designed to enhance knowledge and skills related to application and integration of information technologies to educational environments with an emphasis on teaching and learning activities.

**MIT 513. Computer-based Instruction (3)** Prerequisites: MIT 500 and MIT 511. Exploration of computer-based instruction (CBI) as a delivery system. Students will learn to design, develop and evaluate an interactive computer-based instructional program that meets instructional needs. Students will follow a systematic instructional design process (flowcharting, storyboarding, prototyping, formative testing) to develop a CBI program.

**MIT 514. Distance Education (3)** Prerequisites recommended: MIT 500 and MIT 510. Examines theories and models of distance education at home, work, and school. Activities include designing, developing, and evaluating instructor-led and learner-directed distance lessons for integrated electronic dissemination systems. Additional topics will include social, economic and organizational context of learning at a distance. Three-hour weekly lab participation will be required.



**MIT 515. Web Teaching: Design and Development (3)** Prerequisites: MIT 500 and MIT 511. Focus on principles of designing Internet-based (web-based) instruction. Students will use Internet tools and other instructional design principles to design and develop web-based instruction. Four-to six hour weekly lab required.

**MIT 516. Instructional Video Design and Production (3)** Prerequisite: MIT 500 or permission of instructor. Designed to explore the process and techniques involved in professional video productions. Emphasizes fundamental theories and practice in camera and computer-based audio and video production, including recording, editing, and digitizing audio and video segments for education and training applications.

**MIT 520. Managing Instructional Development (3)** Examines principles of planning, scheduling, allocating resources, budgeting, proposal preparation, cost control and personnel management for instructional projects. Activities include negotiating an effective design project plan, how to implement that plan, and how to control and monitor project activities. Case studies will be used as a basis for exercises and discussions. Students will develop a plan that meets specific criteria.

**MIT 521. Diffusion and Implementation of Educational Innovations (3)** Designed to extend students' understanding of theories and research in the diffusion of innovations. Activities include investigation of the literature and research in diffusion of innovations and examination of theoretical and research findings to the diffusion of technological innovations.

**MIT 522. Organization & Management of Instructional Technology Programs (3)** Prerequisite: MIT 510 or instructor's permission. Examination of the planning and management of successful training, professional development, and technological projects in public or private schools. Topical areas include planning and developing technology projects, evaluating and analyzing school or district capacity and readiness for a new technology project, organizing and managing human resources and support systems, scheduling, budgeting, team structures, defining project requirements, and quality assurance. Analytical tools will be utilized to enhance project planning, scheduling, monitoring, and control, including software designed to support project managers.

**MIT 530. Evaluation and Change in Instructional Development (3)** Designed to provide an introduction to evaluation techniques associated with educational evaluation media and materials, courses, curricula, students or other elements in educational programs. Various units of the course will focus upon particular evaluation techniques.

**MIT 531. Assessment of Learning Outcomes (3)** Examines the nature and purpose of measurement and assessment of learning outcomes. Particular attention is paid to the concepts of reliability, validity, norms, interpretation of scores, response sets, fairness in testing and performance assessment, and norm-referenced vs. criterion-referenced tests. A variety of instruments that are used to measure or assess human attributes and behaviors will be studied.

**MIT 540-541. Colloquium I & II (1) (1)** Examines issues, theory, research, and practice shaping the field of Instructional Technology. A particular topic will be emphasized each time the course is offered. Students will engage in reviewing issues, identifying trends, debating theory application, and developing researchable questions.

**MIT 542. Internship (1)** Designed to provide opportunities to experiment in "real world" settings with knowledge and skills learned throughout the program. Internship sites may include on or off-campus, public or private organizations. Interns will apply knowledge and skills of the range of technology mediated instructional planning, design and delivery.

**MIT 595. Special Topics in Instructional Technology (1-4)** Seminars of varying duration and credit may be arranged for the study of special topics relevant to student needs not served by established graduate courses. Seminars of this nature may be offered only upon approval of the dean of the Graduate School. A maximum of six semester credit hours may be counted toward degree requirements.

**MIT 598. Portfolio (3)** Prerequisite: Completion of a minimum of 18 hours toward completion of the master's degree and permission of the instructor. Portfolio will present evidence of student's successful completion of one or more extensive instructional development projects that singularly or together demonstrate the spectrum of instructional systems design processes.

**MIT 599. Thesis (3)** Prerequisite: Completion of a minimum of 18 hours toward completion of the master's degree and permission of the instructor. Intensive study of a topic selected by the student and approval by the thesis committee required. Includes definition of problem, review of related literature, application of appropriate methodology, and interpretation of results and conclusions. Oral presentation and defense required.

### **Special Education Course Descriptions**

**SED 502. Literature Review in Special Education: Behavior, Cognitive, or Learning Disorders (3)** Designed to explore special education literature in either behavior, cognitive, or learning disorders. Students will study literature review models, survey the related literature, and write a draft for their thesis or research project.

**SED 503. Instructional Design in Special Education (3)** Designed to provide students with a unified set of viable instructional design principles for evaluating or modifying curriculum. Application of these principles will ensure that the curriculum is accessible to a diverse group of learners. The course provides a framework for designing instructional sequences and error correction procedures that optimize progress. Field experiences required.

**SED 550. Learning Disorders Seminar (3)** Examination of the field of learning disorders including etiology, assessment, definition, characteristics, teaching strategies, historical influences, and current trends. Emphasis is on the application of LD issues, research, and theory to classroom practice. Field experiences required.

**SED 551. Methods for Teaching Academic Skills (3)** Drawing on current research on learning and instruction, this course examines the design, implementation, and evaluation of strategies for teaching reading, mathematics, writing, and content areas to students with exceptionalities. Students will become fluent with concepts and instructional techniques. Field experiences required.

**SED 553. Advanced Classroom Management and Behavioral Development (3)** Designed to develop knowledge and skills necessary for establishing appropriate social and emotional behaviors of children. Focus is on identifying developmental factors, effective solutions, and implementing a system of functional behavioral assessment-based behavior support planning. Field experiences required.

**SED 554. Cognitive Disorders Seminar (3)** Examination of the field of cognitive disorders including etiology, assessment, definition, characteristics, and teaching strategies, historical influences, and current trends. Emphasis is on the application of issues, research, and theory to classroom practice. Field experiences required.

**SED 555. Behavior Disorders Seminar (3)** Involves the advanced study of etiology, assessment, intervention, theories, and contemporary research findings related to teaching children and youth with social, emotional, and behavioral problems. Examines and evaluates institutional and programmatic issues, controversies, dilemmas, debates, and conflicts confronting the field. Field experiences required.

**SED 556. Seminar on Families, Diversity, and Collaboration (3)** Designed to develop understandings and skills related to working with families and caregivers of students with special needs. Focus will be upon characteristics of diverse families, and development of skills in communication, collaboration, and teaming models to address the variety of needs identified. Field experiences required.

**SED 557. Technology Applications in Special Education (3)** Designed to provide teachers of children with disabilities the skills to integrate technology, including assistive devices, into classroom instruction. The technology examined will focus on devices used to increase, maintain, or improve functional capabilities of children with disabilities.

**SED 558. Issues and Trends in Special Education (2)** Designed to focus on emerging directions related to the education of students with exceptionalities. Relevant instruction, assessment, service delivery, technology, management, legal, psychological, medical, and social issues will be examined as well as implications for schools.

**SED 559. Special Education Practicum (3)** Supervised public school practicum for students with cognitive, learning, and behavior disorders including developing and implementing advanced assessment skills, clinical instruction, behavioral support programs, and collaborating with teachers, parents, and other professionals. Focus on research to practice, and implementing and writing results for thesis/project.

**SED 560. Reading Theories and Methods for Students with Special Needs (3)** Designed to provide evidence-based instructional practices in reading that accelerate student learning through careful curriculum design and instructional delivery. Emphasis on clear communication, explicit instructional formats, progress monitoring, instructional grouping, teacher/student interactions, and generalization. Field experiences required.

**SED 561. Research-Based Methods of Reading Instruction (3)** Designed to provide students with research-based methods for teaching reading. Emphasis on the application of instructional techniques and progress monitoring strategies to meet the needs of individuals with exceptionalities. Field experiences required.

**SED 562. Autism Spectrum Disorder: Characteristics and Instruction (3)** Examination and understanding of behaviors associated with Autism Spectrum Disorders (ASD) including current research on etiology and diagnosis. Emphasis will be placed on learning styles, educational needs, and intervention strategies for persons with ASD. Field experiences required.

**SED 563. Autism Spectrum Disorder: Social and Communication Skills (3)** Identification of the social and communication needs and intervention strategies common in persons with Autism Spectrum Disorders and Asperger's Syndrome. Emphasis on the application of research-based treatments for social and communicative functioning. Field experiences required.

### **Master of Arts in Teaching Secondary Education Course Descriptions**

**SEC 500. Field Experience in Secondary Schools (3)** Designed to provide supervised and on-site field experiences in public school classrooms in support of the secondary methods courses. Focus on observation, teaching, reflection and pedagogically appropriate practice with secondary students. Emphasis on integration in order to promote theory into practice.

**SEC 503. Advanced Theory and Practice in Teaching Secondary English (3)** Focus on the connections between theory and practice in teaching English with emphasis on the role of inquiry in informing instruction. Opportunities to design and implement lessons in English using a variety of instructional strategies that meet curriculum objectives, as well as address the needs of diverse learners. Reflection and self analysis are emphasized throughout the course.

**SEC 504. Advanced Theory and Practice in Teaching Secondary Mathematics (3)** Focus on the connections between theory and practice in teaching mathematics with emphasis on the role of inquiry in informing instruction. Opportunities to design and implement lessons in mathematics using a variety of instructional strategies that meet curriculum objectives, as well as address the needs of diverse learners. Reflection and self analysis are emphasized throughout the course.

**SEC 505. Advanced Theory and Practice in Teaching Secondary Social Studies (3)** Focus on the connections between theory and practice in teaching social studies with emphasis on the role of inquiry in informing instruction. Opportunities to design and implement lessons in social studies using a variety of instructional strategies that meet curriculum objectives, as well as address the needs of diverse learners. Reflection and self analysis are emphasized throughout the course.

**SEC 506. Advanced Theory and Practice in Teaching Secondary Science (3)** Focus on the connections between theory and practice in teaching science with emphasis on the role of inquiry in informing instruction. Opportunities to design and implement lessons in science using a variety of instructional strategies that meet curriculum objectives, as well as address the needs of diverse learners. Reflection and self analysis are emphasized throughout the course.

**SEC 507. Advanced Theory and Practice in Teaching Secondary Spanish (3)** Focus on the connection between theory and practice in teaching Spanish with emphasis on the role of inquiry in informing instruction. Opportunities to design and implement lessons in Spanish using a variety of instructional strategies that meet curriculum objectives, as well as address the needs of diverse learners. Reflection and analysis are emphasized throughout the course.

**SEC 509. Internship in Secondary Schools (6)** Corequisite: LIC 521. Full-time practicum experience within the area of specialization. Students will engage in a variety of supervised instructional activities, assuming an increasing amount of responsibility for all phases of classroom instruction.

**SEC 510. Diverse Learners and Special Needs (3)** This course will focus on teaching diverse learners in the high school classroom. Characteristics of students with disabilities, culturally and linguistically diverse individuals, and students at risk for school failure will be addressed. Instructional practices and classroom management strategies that support the learning of all students in general education classes will be explored. Students will also read and synthesize the research in best practices for teaching diverse learners.

**SEC 511. ESL Concepts for Secondary Teachers (3)** Introduces secondary pre-service teachers to the field of English as a second language, including issues of cross-cultural communication, ESL methodology, assessment and curriculum adaptation. Focuses on helping secondary educators meet the needs of immigrant language learners, those with limited formal schooling, and long-term English language learners in individual content areas (mathematics, social studies, sciences, etc.). A 10-hour field experience is required.

**SEC 520. Instructional Design, Technology, and Leadership (3)** Designed to provide students with the knowledge and skills required for designing and evaluating effective instruction. Topics include: types of learning, learning hierarchies, task analysis, educational goals and objective formulation, assessing learner entry skills and evaluation. Course emphasizes the effective integration of technology in teaching and learning together with the development of teacher leaders.

**SEC 521. Seminar on Teaching, Learning, and Leadership (3)** Development of instructional skills required for successful teaching and skills needed for effective classroom management. Emphasis on reflective growth and leadership development. Designed as a culmination of professional study and initiation into the teaching profession.

**SEC 528. Secondary School Organization (3)** Examination of the organizational structure of high schools with the primary focus on developing the knowledge and skills needed to be effective teacher leaders. Changes in curriculum and instruction, and the role of school leadership are discussed. Exemplary models of high school reform, as well as current issues at the secondary level, are examined.

### **Master of Arts in Teaching in Middle Grades Education Course Descriptions**

**LIC 511. Middle Grades Internship (6)** Corequisite: LIC 520. A full-time internship within a candidate's certifiable teaching area(s). Students engage in a variety of supervised instructional activities, assuming an increasing amount of responsibility for all phases of classroom instruction. Successful completion of the internship leads to initial teacher licensure.

**LIC 518. Advanced Middle Grades Education (3)** Overview of the conceptual and historic development of programs for students in grades six through nine. Comparison of varied curricular, instructional, and organizational aspects of middle level schools. Explores the educational implications of the developmental characteristics of early adolescent learner, varied approaches to learning, and classroom management. Field experience required.

**LIC 520. Advanced Diverse Learners, 6-9 (3)** Course focuses on strategies for meeting the needs of diverse learners at the middle level. Students study strategies for addressing student differences including academic, socio-emotional, physical, cultural and language differences.

**LIC 523. Advanced Mathematics Methods, 6-9 (3)** This course will focus on the curriculum, assessment, and instructional methods for teaching mathematics at middle grade levels. The format of this class will include class discussions (large and small group), cooperative learning tasks, hands on learning, student presentations, and some lecture. Field experience is a required course component.

**LIC 535. Advanced Social Studies Methods, 6-9 (3)** Examines how the social studies curriculum can be organized to meet the learning needs of middle grades students. Emphasis on selection and preparation of appropriate materials, identification of instructional procedures, data-based decision making and the relevance of social inquiry to the real world. Field experience required.

**LIC 538. Advanced Science Methods, 6-9 (3)** This course will focus on: current issues and trends in science; the development, implementation, and assessment of curricular materials; and effective instructional strategies to teach science in the middle school. Field experience required.

**LIC 552. Literacy Integration in the Middle Grades (6-9) (3)** Prerequisite: Admission to the Watson School of Education licensure program. Develops understanding of reading and writing processes in the broad context of communication. Presents content area strategies for fostering and evaluating interest, fluency, and skill in reading and writing. Topics include creating a multi-literacy environment, organizational and instructional strategies for the development of reading and writing ability, techniques for motivating and guiding readers and writers, incorporating critical literacy perspectives, integrating 21st century skills in the teaching of content area literacy, and strategies for reading comprehension, which support learning in all areas of the middle school curriculum. Field experiences required.

**LIC 553. Advanced Thematic Unit Lab (1)** Corequisite: graduate level middle grades methods course. Examines research supporting thematic instruction in the middle grades, strategies for designing units, and effective teaming. On interdisciplinary teams, teacher candidates collaboratively design a unit while experiencing a common planning time.

**LIC 555. Advanced Language Arts Methods, 6-9 (3)** Presents curriculum and methods for developing linguistic and communicative competence in language arts classes at the middle level. Develops understanding of communication processes (listening, speaking, writing, viewing, etc.) and language systems as influences teacher decision-making. Focus on strategies and plans for facilitating and evaluating student's oral and written language performance. Field experience required.

## SCIENCE COURSES

The following are interdisciplinary courses offered by various departments for those enrolled in the Master of Arts in Teaching (science).

**SCI 501. Concepts in Natural Science I (1)** An interdisciplinary survey of major science concepts examined in an inquiry format. Emphasis on laboratory based exploration and application of interrelated biology, chemistry, earth sciences, and physical topics. Two lecture and three laboratory hours each week.

**SCI 502. Concepts in Natural Science II (3)** A continuation of SCI 501. An interdisciplinary survey of major science concepts examined in an inquiry format. Emphasis on laboratory-based exploration and application of interrelated biology, chemistry, earth sciences and physics topics. Two lecture and three laboratory hours each week.

**SCI 511. Advanced General Biology (3)** This course will present a comprehensive overview of fundamental biological concepts, with particular emphasis on those that are identified as competency goals in the NC Standard Course of Study. The course will follow an inquiry-based approach, and use discussion and interpretation of scientific studies to demonstrate the acquisition of scientific knowledge. It is appropriate for science education graduate students with degrees outside of the discipline.

**SCI 512. Advanced General Chemistry (3)** This course presents a comprehensive overview of fundamental chemistry concepts, with particular emphasis on those that are identified as competency goals in the NC Standard Course of study. The course will follow an inquiry-based approach, and demonstrate the acquisition of scientific knowledge through the interpretation of experimental data. It is designed for and appropriate to science or education graduate students whose degrees are outside the discipline.

**SCI 514. Earth Science: Topics and Applications (3)** The structure, composition, and processes that are active within and at the surface of the Earth including interactions of the lithosphere, atmosphere, hydrosphere, and biosphere. Content knowledge is emphasized as the basis of discussions of issues involving energy, pollution, geohazards, and other societal issues.

**SCI 516. Advanced General Physics (3)** This course presents a comprehensive overview of fundamental physics concepts, with particular emphasis on those that are identified as competency goals in the NC Standard Course of study. The course will follow an inquiry based approach, and demonstrate the acquisition of scientific knowledge through the interpretation of experimental data. It is designed for and appropriate to science or education graduate students whose degrees are outside the discipline.

**SCI 519. Advanced Laboratory in Earth and Environmental Science (2)** This course will present a field-oriented approach to various natural resource issues/concepts with emphasis on those identified as competency goals in the NC Standard Course of Study. The course will follow a practical, inquiry-based approach to present and to assess examples of human uses/effects on local natural resources and their relevance to larger areas. Designed for science or education students with degrees outside the discipline.

**SCI 520. Advanced Introduction to Environmental Studies (3)** This course will present a comprehensive overview of environmental studies concepts with particular emphasis on those identified as competency goals in the NC Standard Course of Study. The course will follow an inquiry-based approach to demonstrate interrelationships between scientific and non-scientific areas of knowledge that affect our daily lives and the entire planet. Designed for science or education graduate students with degrees outside the discipline.

## SCHOOL OF NURSING

### MASTER OF SCIENCE IN NURSING

**Graduate Coordinator:** Dr. Julie Taylor

The Master of Science in Nursing (MSN) prepares advanced practice nurses who possess the knowledge, skill, attitudes, and values to meet the challenges of the 21<sup>st</sup> Century Health Care Delivery System in the following areas (1) Family Nurse Practitioner (FNP) and (2) Nurse Educator (NE). The two-year (NE) and two and one-half year (FNP) full-time MSN Program is accredited by the National League for Nursing Accrediting Commission (NLNAC) and the Commission on Collegiate Nursing Education (CCNE). The graduate of the UNCW School of Nursing master's program in nursing will be able to practice in the role for which prepared.

#### Admission Requirements

Students desiring admission into the graduate program in nursing at UNCW must seek admission to the UNCW Graduate School. Admission to the UNCW Graduate School requires a completed Graduate School application; official transcripts of all college work; official scores on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT) and three letters of recommendation (one each from a former nurse faculty member and a current or former employer, preferred). Standardized test scores more than five years old at the time of application will not be considered. In addition, students who are taking, or have taken, graduate work elsewhere must be in good standing at that institution to be eligible to take graduate work at UNCW. Additional admission requirements include:

1. Current unrestricted North Carolina registered nurse license or registered nurse license from one of the affiliated Compact states.
2. One year professional experience as a baccalaureate prepared registered nurse (FNP option only).
3. Baccalaureate degree in nursing from a nationally accredited program.
4. Strong academic record with a "B" average or better in basic courses prerequisite to graduate study in nursing.
5. Academic credits in undergraduate nursing research, statistics, leadership, community health, and health assessment
6. Computer competency
7. Six semester hours of graduate level transferred credit may be accepted upon approval.
8. A comprehensive invited interview may be requested.
9. Additional items as needed.

Students entering the graduate program must have completed successfully the following undergraduate courses: health and physical assessment, community health, statistics, and nursing research. Applicants must have access to a computer capable of supporting electronic mail, a web browser, a word processing program and multi-media presentations. In addition, applicants must demonstrate ability to use these computer applications.

Applications completed online by March 1 will receive first consideration for the following fall semester admission. Applications completed after March 1 may be reviewed on a space-available basis. Admission decisions are based on several factors, including a strong overall undergraduate academic record and satisfactory scores on either the GRE or MAT; however, other indicators of success may be considered for admission. **Admission decisions will be finalized and students will be notified of admission by May 1.**

#### Program Student Learning Outcomes:

**Upon completion of the Master's curriculum, the new graduate will be able to:**

1. Design client-centered care through advanced practice and education with an altruistic concern for the welfare of others while supporting autonomy and respecting human dignity.
2. Demonstrate integrity through accountability and responsibility for clinical decisions and lifelong learning.
3. Manage quality improvement measures that support legal/ethical standards through the use of evidence-based practice.
4. Impact the health of underserved populations through support and promotion of culturally competent care.
5. Evaluate domestic and global health integrating the knowledge of healthcare delivery systems, healthcare policies, epidemiology, and the environment.
6. Promote the health of clients/patients through education and multidisciplinary management of risk reduction, disease prevention and the management of illness.
7. Demonstrate professional role competence in education and advanced nursing practice.

### Degree Requirements

1. A total of forty-six (46) to forty-seven (47) graduate semester hours is required for the family nurse practitioner option or thirty-five (35) to thirty-six (36) graduate semester hours is required for the nurse educator option. No minor is required.
2. All courses required in the program are open only to graduate students.
3. A total of six semester hours of transfer credit may be accepted with approval from the graduate coordinator.
4. With the exception of six approved transfer credits, all graduate study must be completed in residence depending upon the degree option pursued.
5. An MSN student must have a "B" or better in each required course. If a student earns a "C", he/she must repeat the course and must earn a "B" or better to progress. A student will only be allowed to repeat one course. A student must maintain a cumulative GPA of 3.0.
6. The program has no language requirement; however, one graduate language course, Spanish for Health Care Professionals, may be available as an elective.
7. Faculty-supervised research activity consisting of successful completion of NSG 500 Theory and Research for Evidence Based Practice (4 credits) and either a master's research thesis (3 credits) or a master's evidence-based project (2 credits), is required. The master's project emphasizes methods of implementing research findings to solve identified clinical or educational problems that an advanced practice nurse might encounter using appropriate research methods. A scholarly presentation is required to disseminate findings from the research activity.
8. The Oral Comprehensive Examination will be the formal defense of the thesis or research project.
9. Each student must complete an approved course of study within five years of the date of the first registration for graduate study to be eligible for graduation.

### Nurse Educator Option

#### Purpose:

The Master of Science Nurse Educator option prepares a professional who uses educational theory in instructional situations. The program is designed to produce a professional with the values, knowledge and skills to prepare nurses for the current and future health care delivery systems. The 35-36 credit hour nurse educator option prepares the graduate for full-time faculty roles in the community college, part-time or non-tenure-track positions in universities, and helps advanced clinicians make the transition to the role of educator.

The two year full-time program includes foundational course work and a faculty-guided nursing education residency. The curriculum core focuses on research, nursing and educational theory, health policy, and advanced practice roles, issues and trends. The educational cognate focuses on design and delivery of nursing curricula, incorporation of information technology into teaching-learning strategies, evaluation of education outcomes, and nursing education pedagogies. The practicum hours include theoretical instruction, clinical instruction and a nurse educator residency. The program is delivered in a nationally accredited school of nursing.

### MSN Educator Option

Full-Time Course Sequence  
(35-36 Hours)

Fall Year 1			Spring Year 1		
MIT 500	MIT 500 Instructional Systems Design: Theory and Research	(3)	NSG 513	Nursing Education Pedagogies	(3)
NSG 506	Advanced Practice Roles, Issues & Trends	(2)	NSG 500	Theory and Research for Evidence Based Practice	(4)
NSG 504	Healthcare Delivery Systems and Health Policy	(3)	NSGL 516	Nursing Education Practicum: Clinical Instruction	(3)
NSGL 524	Nursing Education Curriculum Design and Instruction	(3)			
		11			10
Fall Year 2			Spring Year 2		
NSG XXX	Elective	(3)			
NSGL 517	Nursing Education Practicum: Theoretical Instruction	(3)	NSG 595	Nursing Education Residency	(3)

NSG 525	Nursing Education Evaluation	(3)	NSG 597/599	Master's Project/Thesis	(1-2)
NSG 597/599	Master's Project/Thesis	(1-2)			(4-5)
		10-11			
				Total Credit Hours	35-36

**Total Hours .....35-36 semester hrs**  
 Core Courses ..... 9  
 Instructional Practicum ..... 9  
 Educational Cognate ..... 17-18

### Family Nurse Practitioner Option

#### Purpose:

The purpose of the UNCW Master of Science in Nursing-Family Nurse Practitioner (MSN-FNP) option is to prepare an advanced practice generalist who possesses knowledge, skills, and attitudes to provide community focused primary care for culturally diverse families in rural or medically underserved areas. The 46 to 47 credit-hour, primarily online, Family Nurse Practitioner option provides advanced theory and clinical education emphasizing:

- Primary health across the life span for underserved rural or urban populations.
- High quality, cost-effective, unique health care that results in a high level of patient satisfaction.

A graduate of the program will be eligible to take the American Nurses Credentialing Center (ANCC) or American Academy of Nurse Practitioner (AANP) certification exam for Family Nurse Practitioners and seek approval to practice as an FNP in North Carolina or other state of choice. The family nurse practitioner, as a primary care provider, implements community focused health care and education for culturally diverse families in rural and/or medically underserved, as well as urban areas.

#### FNP Option

##### Full Time Course Sequence

Required Course Sequence 46-47 Hours

Fall Year 1			Spring Year 1		
NSG 512	Advanced Pharmacotherapeutics	(3)	NSG 520	Advanced Primary Care of Families: Infants, Children, and Adolescents	(3)
NSG 514	Pathophysiology for Advanced Practice Nurses	(3)	NSGL 520	Clinical Practicum I: Advanced Primary Care of Families: Infants, Children, and Adolescents	(2)
NSG 506	Advanced Practice Roles, Issues & Trends	(2)	NSG 500	Theory and Research for Evidence Based Practice	(4)
NSG 510	Advanced Health Assessment and Diagnostic Reasoning	(3)			
		11			9
Fall Year 2			Spring Year 2		
NSG 503	Families in Rural and Urban Communities	(3)	NSG XXX	Elective	(3)
NSG 504	Healthcare Delivery Systems and Health Policy	(3)	NSG 522	Advanced Primary Care of Families: Adults	(3)



NSG 521	Advanced Primary Care of Families: Women	(3)	NSGL 522	Clinical Practicum III: Advanced Primary Care of Families: Adults	(2)
NSGL 521	Clinical Practicum II: Advanced Primary Care of Families: Women	(2)	NSG 597 or NSG 599	MSN Project/Thesis	(1-2)
		11			9 or 10
Fall Year 3					
NSGL 594	Clinical Practicum IV: Advanced Primary Care of Families: Complex Health Problems Across the Lifespan	(5)			
NSG 597 or NSG 599	MSN Project/Thesis	(1-2)			
		6-7		Total Credit Hours	46-47

**Total Hours .....46-47 semester hrs**

Core Courses ..... 18-19

Clinical Cognate ..... 10

Functional Cognate ..... 18

## POST-MASTER'S CERTIFICATE PROGRAMS

**Graduate Coordinator:** Dr. Julie Taylor

### Post-Master's Nurse Educator Option

#### Purpose:

The purpose of the post-master's certification program is nursing education is to prepare qualified nurse educators in the appropriate use of nursing education theory. The curriculum allows for a balance between the theoretical, evaluative and information technology advances in nursing education with practical aspects of a nurse educator practicum to enhance the advanced practice role.

The post-master's certificate program is designed for:

- Advanced practice nurses who have limited training and knowledge about nursing education principles and theories but deal with educational issues on a regular basis.
- Nursing educators in associate and baccalaureate degree programs who have a master's degree in nursing or other health related areas critical to nursing but no specialized training in nursing education and perceive the need for additional skills.
- Nurses who have earned graduate degrees and perceive the need for nursing education knowledge in their future careers or are simply interested in a deeper understanding of nursing education theory as it relates to their area of practice.

## ADMISSION REQUIREMENTS

Students desiring admission into the Post-Master's Nurse Educator Certificate program must seek admission to the UNCW Graduate School. Applicants interested in admission to the certificate program must hold a minimum of a Bachelor of Science in Nursing (BSN) and a master's degree in a health related area critical to nursing from an accredited university or college in the United States or its equivalent from a foreign institution. The applicant must have a strong overall academic record as evidenced on official transcripts, current unrestricted North Carolina registered nurse license or registered nurse license from one of the affiliated compact states, and computer competency.

Applicants who want to be considered for the program must submit to the Graduate School:

1. An online application for graduate admission
2. All official transcripts (undergraduate and graduate)
3. Graduate GPA 3.0 or greater
4. Three letters of recommendation (one each from a former nurse faculty member and current or former employer, preferred)
5. Application fee

Applicants who want to be considered for the program must also submit to the School of Nursing:

1. Demographic data form
2. Writing sample
3. Current CV or Resume

**Post-Master's Nurse Educator Certificate Option**  
**Full Time Course Sequence**  
Required Course Sequence 12 Hours

Fall Year 1		Spring Year 1	
NSG 524 Nursing Education Curriculum Design and Instruction	(3)	NSG 513 Nursing Education Pedagogies	(3)
NSG 525 Nursing Education Evaluation	(3)	NSG 595 Nursing Education Residency	(3)
	6		6

Total Hours..... 12 Semester Hours

## POST-MASTER'S FAMILY NURSE PRACTITIONER CERTIFICATE PROGRAM

### Purpose

The purpose of the post-master's family nurse practitioner certificate program is to prepare nurses who already possess an earned Master of Science degree in nursing for a career as a Family Nurse Practitioner. The program of study for each student will be determined following a review of prior graduate education. However, all students pursuing the Post-Master's FNP Certificate will complete 25 credit hours (based on individual assessment) with 600 clinical hours. Functional cognate hours must be taken sequentially. Additional coursework may be required if educational assessment reveals the applicant has not had recent coursework in health assessment, advanced pharmacotherapeutics, or advanced pathophysiology. The program of study will be tailored individually for current nurse practitioners who want the FNP certificate. Upon successful completion of the certificate program, graduates are eligible to take the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP) certification exam for Family Nurse Practitioners and seek approval to practice as an FNP in North Carolina or other state of choice.

The post-master's FNP certificate program is designed for:

- Nurses who already hold a master's degree in nursing and wish to practice as a family nurse practitioner.
- Specialty nurse practitioners who wish to provide health promotion, disease prevention, and management of acute and chronic health conditions to individuals across the lifespan.

### Admission Requirements

Students desiring admission into the Post-Master's Family Nurse Practitioner Certificate Program must seek admission to the UNCW Graduate School. Applicants interested in admission to the Post Master's certificate program must hold a Master of Science in Nursing degree from an accredited university or college in the United States or its equivalent from a foreign institution. The applicant must have a strong overall academic record as evidenced on official transcripts, current unrestricted North Carolina registered nurse license or registered nurse license from one of the affiliated compact states, computer competency, and previous coursework at the graduate level in advanced health assessment, advanced pharmacotherapeutics, and advanced pharmacology (applicants without these required pre-requisite courses may complete these prior to beginning the clinical sequence of the Post Master's certificate program). Application deadline is March 1 for admission the following fall semester.

Applicants who want to be considered for the program must submit to the graduate school:

1. Online application
2. All official transcripts (undergraduate and graduate)
3. Graduate GPA 3.0 or greater
4. Three letters of recommendation (former nurse faculty member and current/former employer, preferred)
5. Application fee

The following items must be submitted to the School of Nursing:

1. Demographic data form
2. Writing sample
3. Resume or CV
4. Comprehensive interview may be requested

**Post-Master's Family Nurse Practitioner Certificate Option  
Full Time Course Sequence**

Required Course Sequence 25 Hours

Fall Year 1			Spring Year 1		
NSG 506	Advanced Practice Roles, Issues & Trends	(2)	NSG 520	Advanced Primary Care of Families: Infants, Children, and Adolescents	(3)
NSG 503	Families in Rural and Urban Communities	(3)	NSGL 520	Clinical Practicum I: Advanced Primary Care of Families: Infants, Children, and Adolescents	(2)
		5			5
Fall Year 2			Spring Year 2		
NSG 521	Advanced Primary Care of Families: Women	(3)	NSG 522	Advanced Primary Care of Families: Adults	(3)
NSGL 521	Clinical Practicum II: Advanced Primary Care of Families: Women	(2)	NSGL 522	Clinical Practicum III: Advanced Primary Care of Families: Adults	(2)
		5			5
Fall Year 3					
NSGL 594	Clinical Practicum IV: Advanced Primary Care of Families: Complex Health Problems Across the Lifespan	(5)			
		5		Total Credit Hours	25

**Part-time Study for MSN Programs**

Students may enroll part-time. Each student will work with his/her advisor in designing his/her part-time program of study. Students who are enrolled full-time and find it necessary to change their status to part-time will develop a part-time program of study with their advisor and the graduate coordinator. The program must be completed in five years from initial enrollment into the graduate program. A copy of the suggested program of part-time study can be obtained from the UNCW School of Nursing Website.

## **GRADUATE PROGRAM IN NURSING**

### **Course Descriptions**

**NSG 500. Theory and Research for Evidence-Based Practice (4)** Prerequisite: Basic statistics course and undergraduate research course. This online seminar course focuses on the linkages between theory, research, and practice. Emphasis is on the recognition and valuing of theory application and advanced principles and methods of research as a central characteristic of advanced nursing practice. Learning focus is directed toward the critical appraisal of scholarly literature as the basis for decision making in advanced practiced nursing.

**NSG 503. Families in Rural and Urban Communities (3)** This course explores and compares theories and concepts related to diverse families across the life span and underserved communities. Individual, family and community health are examined within the context of diversity and change. Students have independent field experiences in family and community settings.

**NSG 504. Healthcare Delivery and Health Policy (3)** An online seminar course focusing on social, psychological, cultural, economic, political, legal, and ethical trends and issues which shape health care delivery systems. Advanced nursing practice in primary care is studied relative to inter-professional relationships and leadership in health policy, health care reform, healthcare delivery systems, poverty research, and interdisciplinary health management.

**NSG 506. Advanced Practice Roles, Issues, and Trends (2).** This course examines issues and trends in the advanced practice role. Topics include advanced practice historical perspectives, professional role development, and practice management.

**NSG 510. Advanced Health Assessment and Diagnostic Reasoning (3).** Advanced health assessment and diagnostic reasoning focuses on assessment of health status of individuals and families throughout the lifespan addressing cultural and developmental variations. Diagnostic reasoning is emphasized as the decision making process which differentiates normal from abnormal health states.

**NSG 512. Advanced Pharmacotherapeutics (3)** Advanced pharmacotherapeutics provides the advanced practice nurse a rational basis for pharmacologic management of clients. The principles of pharmacology and the process of pharmacological reasoning for primary care of common acute and chronic illnesses will be presented. The core topics will examine advanced nursing roles in the management of pharmacotherapeutics for clients across the life-span in rural and urban underserved communities.

**NSG 513. Teaching Nursing: New Pedagogies for Teaching and Learning (3)** An introduction and immersion with new pedagogies for nursing education that are supported by careful selection of higher education research, scholarship, and experiential practices. Instruction in appropriate application of conventional, critical, feminist, phenomenological and post-modern pedagogies to the teaching of nursing knowledge and clinical practice.

**NSG 514. Pathophysiology for Advanced Practice Nurses (3)** An advanced course in the pathophysiology of human conditions. Emphasis is on selected disease and conditions of various body systems and the adaptation of those systems to disease across the life span.

**NSGL 516. Nursing Education Practicum: Clinical Instruction (3)** This 180 practicum is an immersion into the principles and theories of clinical instruction. Strategies are designed to address the emerging trends and issues in nursing education for health care delivery. There is instruction and application of informatics, simulation and telehealth which are commonplace in health care education. The primary goal is to utilize diverse strategies to foster clinical reasoning in new graduate nurses.

**NSGL 517. Nursing Education Practicum: Theoretical Instruction (3)** This 180 hour practicum is an immersion into the principles and theories of instruction in nursing. Strategies are designed to address the emerging trends and issues in didactic nursing education. There is instruction and application of curriculum models for teaching in the live and on-line classroom environments. The primary goal is to utilize diverse strategies to foster critical thinking in new graduate nurses.

**NSG 520. Advanced Primary Care of Families: Infants, Children, and Adolescents (3)** Prerequisites: NSG 510, 512, 514. Co-requisites NSGL 520. This course focuses on advanced nursing practice specializing in the primary health care of infants, children, and adolescents. The development of analytical skills and ethical clinical decision making as essential components of the advanced practice role are included. The major emphasis is on developing optimum client outcomes that promote cost-effective, quality health care within the context of family and a multicultural society.

**NSGL 520. Clinical Practicum I: Advanced Primary Care of Families: Infants, Children, and Adolescents (2)** Corequisites: NSG 520. This practicum provides 120 hours of focused, intensive clinical experiences in the care of infants, children, and adolescents for advanced practice nursing students. Students gain increasing skill in providing primary health care to children. Students practice with increasing independence under the supervision of on-site clinical preceptors.

**NSG 521. Advanced Primary Care of Families: Women (3)** Prerequisites: NSG 510, 512, 514, 520 and NSGL 520. Co-requisite: NSGL 521. This course focuses on advanced nursing practice specializing in the primary health care of women with an emphasis on health issues and problems that affect women disproportionately. The development of analytical skills and ethical clinical decision making as essential components of the advanced practice role are included. The major emphasis is on developing optimum client outcomes that promote cost-effective, quality health care within the context of family and a multicultural society.

**NSGL 521. Clinical Practicum II: Advanced Primary Care of Families: Women (2)** Corequisite: NSG 521. This practicum provides 120 hours of focused, intensive clinical experiences in the care of women for advanced practice nursing students. Students gain increasing skill in providing primary health care to women. Students practice with increasing independence under the supervision of on-site clinical preceptors.

**NSG 522. Advanced Primary Care of Families: Adults (3)** Prerequisites: NSG 510, 512, 514, 520 and NSGL 520, 521. Co-requisite NSGL 522. This course focuses on advanced nursing practice specializing in the primary health care of adults. The development of analytical skills and ethical clinical decision making as essential components of the advanced practice role are included. The major emphasis is on developing optimum client outcomes that promote cost-effective, quality health care within the context of family and a multicultural society.

**NSGL 522. Clinical Practicum III: Advanced Primary Care of Families: Adults (2)** Co-requisite: NSG 522. This practicum provides 120 hours of focused, intensive clinical experiences in the care of adults for advanced practice nursing students. Students gain increasing skill in providing primary health care to adults. Students practice with increasing independence under the supervision of on-site clinical preceptors.

**NSG 524. Nursing Education Curriculum Design and Instruction (3)** This course provides the essential elements which define and operationalize the process of curriculum development. Students will examine curriculum models from the perspective of education and nursing research. They will analyze factors that influence program development, curriculum design, development, implementation and evaluation.

**NSG 525. Nursing Education Evaluation (3)** This course provides an overview of evaluation strategies. Participants will develop evaluation skills emphasizing unit, course, and program outcomes. Models and tools for assessing, evaluating and validating learning will be presented. Teaching will be framed as a continuous-improvement process.

**NSG 580. Transcultural Health Care (3)** Prerequisite: Permission of the instructor. Explores values and belief systems influencing health behaviors of culturally diverse groups from rural and urban settings. Emphasizes social, political and economic forces that influence access to and use of health care resources. Identifies a conceptual basis for assessment, planning, implementation and evaluation of health care for culturally diverse clients. Fosters cultural sensitivity to lifestyles, values, and concepts concerning health and health care.

**NSG 581. Spanish for Health Professionals (3)** Prerequisite: Permission of the instructor. Emphasizes achieving active command of language spoken in the Hispanic world related to health care. Includes practical communication, current vocabulary and colloquial expressions. Extensive use of audio aids.

**NSG 583. Migrant and Farm Worker Health (3)** Prerequisite: Permission of the instructor. An examination of health problems prevalent across the life span among Hispanic migrant workers and their families. Focus on cultural values and belief systems that influence health behaviors. Analysis of social, economic, legal and political forces that influence access to and use of health care services. Attention to cultural sensitivity requisite for effective intercultural communication between health care workers and Hispanic migrant workers and their families.

**NSG 591. Directed Individual Study (1-3)**

**NSG 592. Special Topics (1-3)**

**NSGL 594. Advanced Clinical Practicum (5)** Prerequisites: NSG 500, 503, 504, 506, 510 512, 514, 520, 521, 522 and NSGL 520, 521, 522. A 240-hour practicum experience that synthesizes critical thinking and clinical experiences. Clinical competency is developed in assessment, diagnosis, and management of complex health problems across the life-span with the guidance of a preceptor.

**NSG 595. Nursing Education Residency (3)** Prerequisites or Co-requisites: NSG 513, NSG 524, and NSG 525. This practicum is a faculty guided nursing education practicum for application and synthesis of the nurse educator role in academia or in staff development in health care institutions. Students will assess the need for, design, implement, and evaluate a classroom or clinical instructional module under the direction of a selected nurse faculty mentor.

**NSG 597. Master's Project (1-2)** Prerequisites: NSG 500, 504, 505, 506. This course is the research project option for completion of the MSN-FNP or MSN-NE program. The project emphasizes utilizing theory and implementing research findings to provide evidence-based care. Students will solve identified clinical or educational problems that an advanced practice nurse might encounter using appropriate research methods. The student plans, initiates, and completes a project that discovers new knowledge for the evidence base of nursing practice. A scholarly written and oral presentation is required to summarize the project of choice.

**NSG 599. Thesis (1-3)** Prerequisites: NSG 500, 502, 504, 505. Intensive research study of a topic selected by student and approved by a thesis committee. A scholarly oral presentation and defense of thesis is required.

## SPECIAL ACADEMIC PROGRAMS

### INTERNATIONAL PROGRAMS

The Office of International Programs was established at the University of North Carolina Wilmington to represent its commitment to international education. International education has been identified as a priority by the Office of the President of the University of North Carolina. The office has responsibility for coordinating study abroad programs, faculty and student exchange programs, and other international activities at the University. Its goal is to expand and strengthen international ties among individuals, offices, and programs on campus and to encourage the exchange and flow of ideas and information so crucial for the development of global knowledge and awareness. Further information can be obtained by contacting the assistant provost for International Programs in Westside Hall.

### NATIONAL STUDENT EXCHANGE (NSE)

National Student Exchange (NSE) is a domestic student exchange program that offers UNCW students the opportunity to attend one of approximately 183 member institutions across the United States and its territories. With member institutions offering tuition reciprocity, and students continuing their eligibility for financial aid at UNCW, NSE represents one of the most cost-effective ways to travel and experience life in a new environment. Since NSE's founding in 1967-68, more than 90,000 students have been placed in life-challenging and life-changing experiences. For participating students, the semester or year on exchange is usually the most profitable and enjoyable time of their college career. Students experience a diversity of educational settings, course offerings, and philosophies. In addition, there is an increased awareness of the cultural and geographical differences within the U.S. The NSE application deadline is February 1 for placements in the following academic year. For more information, contact the Office of Housing and Residence Life or visit UNCW's NSE website at [www.uncw.edu/NSE](http://www.uncw.edu/NSE).

### EXTENSION COURSES

The Division of Academic Affairs administers the University's extension (academic) program. The University operates the following upper division undergraduate and graduate degree completion programs at the Jacksonville/Onslow County Extension Program site:

#### Undergraduate Programs

- business administration
- clinical research
- criminology
- elementary education
- nursing (RN-BS Program)
- social work

#### Graduate Programs

- Master of Arts in liberal studies
- Master of Education in elementary education
- Master of Science in chemistry
- Master of Science in instructional technology

#### Graduate Certificate Program

- Post-Baccalaureate Certificate in conflict management and resolution

Courses are scheduled on the Coastal Carolina Community College campus, the Marine Corps Base at Camp Lejeune, and online. Licensure courses are also offered for several teaching areas. Application for admission to Onslow County programs are received by the extension site admissions adviser located at 444 Western Boulevard, Jacksonville, North Carolina 28546, telephone (910) 455-2310.

Additional extension offerings also include undergraduate and graduate courses at select off-campus sites. Application for admission to extension programs are received by the Admissions Office; requests for transcripts should be made to the Registrar of the University of North Carolina Wilmington. Graduate extension applications are received by the Graduate School.

Information concerning all extension programs and courses may be obtained by contacting the Division of Academic Affairs at UNCW, 601 South College Road, Wilmington, NC 28403-5900; phone (910) 962-3876.

### SCIENCE AND MATHEMATICS EDUCATION CENTER

(<http://uncw.edu/smec>)

The Science and Mathematics Education Center (SMEC) at UNCW is a member of the University of North Carolina Mathematics and Science Education Network (NC-MSEN). SMEC is committed to regional service and endeavors to stimulate teachers' intellectual curiosity and increase exposure to current technology. The center is responsible for the identification, development, delivery, and evaluation of K-12 professional development programming in science and mathematics. SMEC applies the resources of UNC Wilmington to improve the teaching and learning of science and mathematics in the K-12 schools of southeastern North Carolina. The center, working with faculty from the College of Arts and Sciences and the Watson School of Education, offers a wide range of professional development programs in the areas of mathematics, science, and technology.

## 200 SPECIAL ACADEMIC PROGRAMS

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for in-service elementary-, middle-, and high- school teachers. Through center sponsored seminars, workshops, and courses, teachers can renew licensure in science, mathematics, and technology.

SMEC includes Summer Ventures in Science and Mathematics (SVSM), a cost-free, state-funded program for academically talented high-school students who may pursue careers based in science and mathematics. The program brings rising juniors and seniors together in residential settings for four weeks of intensive study on a UNC system campus. Students are invited to the program after a competitive application process at the state level. University faculty and master high school teachers provide the instruction and support for individual student research projects.

Information concerning programs may be obtained by contacting the Science and Mathematics Education Center.



## GRADUATE FACULTY

Bylaws governing the Graduate Faculty were initiated in 1990 by the Graduate Council and subsequently approved by both the provost and the chancellor. The Bylaws state that the members of the faculty may apply for the Graduate Faculty whenever they meet criteria established by their respective academic units.

### COLLEGE OF ARTS AND SCIENCES

#### Department of Anthropology

**Patricia Barker Lerch**, *professor of anthropology*, B.A., Cleveland State University; M.A., Ph.D., Ohio State University.

**Scott E. Simmons**, *associate professor of archaeology*, B.A., State University of New York at Plattsburgh; M.A., University of Massachusetts, Boston; Ph.D., University of Colorado, Boulder.

#### Department of Biology and Marine Biology

**Brian S. Arbogast**, *assistant professor of biology*, B.S., Wake Forest University; M.S., Louisiana State University; Ph.D., Wake Forest University.

**Daniel G. Baden**, William R. Kenan, Jr. Distinguished Professorship of Marine Science, B.A., Hamline University; Ph.D., University of Miami.

**J. Craig Bailey**, *associate professor of biology*, B.S., University of North Carolina Wilmington; M.A., College of William and Mary; Ph.D., Louisiana State University.

**Stuart R. Borrett**, *assistant professor of biology*, B.A., Austin College; Ph.D., The University of Georgia.

**Lawrence Bruce Cahoon**, *professor of biology*, B.S., Washington and Lee University; Ph.D., Duke University.

**Ileana E. Clavijo**, *associate professor of biology*, B.S., Barry University; M.S., Florida Atlantic University; Ph.D., University of Puerto Rico.

**Richard M. Dillaman**, *professor of biology*, B.A., University of Virginia; Ph.D., University of South Carolina.

**Michael J. Durako**, *professor of biology*, B.S., Florida Atlantic University; M.A., Ph.D., University of South Florida.

**Steven D. Emslie**, *professor of biology*, B.A., M.A., University of Colorado; M.S., Northern Arizona University; Ph.D., University of Florida.

**Christopher M. Finelli**, *assistant professor of biology*, B.S., St. Francis College; Ph.D., University of South Carolina.

**Arthur R. Frampton**, *assistant professor of biology*, B.S. University of Tennessee, Knoxville; Ph.D., Louisiana State University.

**Paul Edward Hosier**, *professor of biology*, B.S., New York State University (New Paltz); M.A., University of Massachusetts; Ph.D., Duke University.

**Stephen T. Kinsey**, *professor of biology*, B.S., Old Dominion University; M.S., University of South Florida; Ph.D., Florida State University.

**Heather N. Koopman**, *assistant professor of biology*, B.Sc., M.Sc., University of Guelph, Guelph, Ontario, Canada; Ph.D., Duke University.

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## 202 GRADUATE FACULTY

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## 204 GRADUATE FACULTY

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## 206 GRADUATE FACULTY

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## 208 GRADUATE FACULTY

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**CAMERON SCHOOL OF BUSINESS**
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## 216 GRADUATE FACULTY

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### WATSON SCHOOL OF EDUCATION

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## Graduate Mentor Award Recipients

Each year the Graduate School honors an outstanding faculty mentor who places high value on and excels in mentoring graduate students. Nominees must be tenured graduate faculty who hold the rank of associate or full professor and are employed by UNCW in a full-time capacity. Below are past distinguished recipients of this award.

2000	Dr. Philip Gerard, <i>professor creative writing</i> Dr. Robert D. Roer, <i>professor of biology</i>
2001	Dr. Richard M. Dillaman, <i>professor of biology</i>
2002	Dr. Janet Mason Ellery, <i>professor of English</i>
2003	Dr. D. Ann Pabst, <i>professor of biology</i>
2004	Dr. Joan D. Willey, <i>professor of chemistry</i>
2005	Ms. Wendy Brenner, <i>associate professor of creative writing</i> Dr. Barbara F. Waxman, <i>professor of English</i>
2006	Dr. Michael D. Wentworth, <i>professor of English</i>
2007	Dr. Nora E. Noel, <i>professor of psychology</i> Dr. William McCarthy, <i>associate professor of history</i>
2008	Dr. Carol Pilgrim, <i>associate dean, college of arts and sciences</i> Dr. Martin Posey, <i>professor of biology and marine biology</i>
2009	Dr. Sally MacKain, <i>professor of psychology</i>

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